

Polk County Public Schools

Union Academy



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	13
Budget to Support Goals	15

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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	41%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

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

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

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.

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.

School Leadership Team

Membership

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

Name	Title
Scheloske, Stephen	Principal
Simmons, Dana	Assistant Principal
Pemberton, Jodi	Instructional Coach
Trotter, Christy	Other

Duties

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

Mr. Scheloske is the school Principal. His duties and responsibilities include but are not limited to all day-to-day planning and operation of Union Academy. He oversees all aspects and functions of Union Academy which include all instructional, curricular, personnel, student and community.

Mrs. Simmons is the Assistant Principal. Her duties and responsibilities are to oversee the daily planning and operation of Union Academy.

Mr. Scheloske and Mrs. Simmons share the decision making process in addition to several school leadership members.

Early Warning Systems

Year 2017-18

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	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Thursday 7/12/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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	

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

8th Grade FSA Math Proficiency fell 8% (points) from 16/17 to 17/18. Yes, this is a trend.

Which data component showed the greatest decline from prior year?

8th Grade FSA Math

Which data component had the biggest gap when compared to the state average?

8th Grade FSA Math

Which data component showed the most improvement? Is this a trend?

* 6th Grade ELA

* 8th Grade Science

There no trend

Describe the actions or changes that led to the improvement in this area.

Teachers were given strategies and materials in PLCs to increase student engagement. Meetings were held departmentally (quarterly) and by grade level (monthly) to review results benchmark testing and the use of common practices. Administration conducted walk troughs with criterion check lists and discussed observations with teachers on an as needed basis. Instructional coach met with teachers to set measurable goals and timelines. Utilized district science coaches to support our teachers with changes in middle school curriculum. Instructional coach provided in class support with FSA ELA skills prior to FSA testing.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	79%	46%	53%	81%	48%	52%
ELA Learning Gains	59%	47%	54%	64%	51%	53%
ELA Lowest 25th Percentile	58%	42%	47%	58%	46%	45%
Math Achievement	80%	49%	58%	78%	47%	55%
Math Learning Gains	60%	51%	57%	59%	49%	55%
Math Lowest 25th Percentile	57%	51%	51%	50%	45%	47%
Science Achievement	75%	47%	52%	67%	44%	50%
Social Studies Achievement	93%	86%	72%	94%	61%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	0 (9)	0 (11)	0 (9)	0 (29)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (3)	0 (5)	0 (3)	0 (11)
Level 1 on statewide assessment	0 (9)	0 (3)	0 (2)	0 (14)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	84%	41%	43%	52%	32%
	2017	74%	45%	29%	52%	22%
Same Grade Comparison		10%				
Cohort Comparison						
07	2018	74%	42%	32%	51%	23%
	2017	79%	45%	34%	52%	27%
Same Grade Comparison		-5%				
Cohort Comparison		0%				
08	2018	80%	49%	31%	58%	22%
	2017	79%	46%	33%	55%	24%
Same Grade Comparison		1%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	76%	40%	36%	52%	24%
	2017	73%	39%	34%	51%	22%
Same Grade Comparison		3%				
Cohort Comparison						
07	2018	79%	40%	39%	54%	25%
	2017	75%	40%	35%	53%	22%
Same Grade Comparison		4%				
Cohort Comparison		6%				
08	2018	66%	34%	32%	45%	21%
	2017	74%	36%	38%	46%	28%
Same Grade Comparison		-8%				
Cohort Comparison		-9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	75%	42%	33%	50%	25%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	93%	84%	9%	71%	22%
2017	90%	62%	28%	69%	21%
Compare		3%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	96%	60%	36%	62%	34%
2017	97%	43%	54%	60%	37%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		-1%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	41%	59%	56%	44%
2017	100%	34%	66%	53%	47%
Compare		0%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
ASN	100	69		100	85				70		
BLK	68	54	44	62	51	30	70	83	45		
HSP	70	54	58	82	60	56	62	96	60		
MUL	80			70							
WHT	84	62	65	84	61	69	79	95	65		
FRL	75	56	56	77	61	52	70	91	56		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	33	58		33	42						
ASN	85	77		100	77						
BLK	69	56	50	67	72	71	45	92	47		
HSP	78	71	67	75	69	65	55	78	70		
MUL	85	85		75	50						
WHT	79	65	52	81	67	59	74	93	60		
FRL	71	63	49	71	65	65	56	86	63		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Increase Math Proficiency
Rationale	8th Grade FSA Math proficiency fell 8%, showing a trend. EOC scores showed individual teacher strengths within the math department.
Intended Outcome	There will be a 5 point gain or more in student proficiency.
Point Person	Dana Simmons (dana.simmons@polk-fl.net)
Action Step	
	Students have been evaluated and placed in the most appropriate math course based on their prior performance on FSA or EOC exams.
Description	Teachers will utilize data from FOCUS, formatives, summatives, and classroom activities to discern a student's academic level. Instructional materials and pedagogy will be differentiated for students. Differentiation will be utilized through targeted areas to improve gaps in student understanding. Rubrics and teacher observation will be utilized to assess targeted students.
Person Responsible	Dana Simmons (dana.simmons@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Student grades will be part of the monitoring process. District progress monitoring exams will be administered through STAR and quarterly exams. Data chats with students will be conducted throughout the year to show growth. PLCs will be held with grade level teams and department teams to target students who might need additional support.
Person Responsible	Dana Simmons (dana.simmons@polk-fl.net)

Activity #2	
Title	Structured Support and Function of Industry Certification
Rationale	In the 2015-16 school year, Union earned 70% of the acceleration points available. Those points fell to 61% in both the 2016-17 and 2017-18 school years.
Intended Outcome	Industry certification students will make gains and improve upon both the 2016-17 and 2017-18 school years with Middle School Acceleration points of 70% or more.
Point Person	Stephen Scheloske (stephen.scheloske@polk-fl.net)
Action Step	
Description	The teacher will develop an accelerated testing schedule for each of the three areas of the Microsoft certification. Students will be required to pass the current exam in order to proceed to the next exam. Remediation will be required for students who do not meet passing requirements. Accelerating the exam schedule will allow for remediation, retakes, and the necessary time for students to take and pass all three areas.
Person Responsible	Stephen Scheloske (stephen.scheloske@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Ongoing review of student progress and the monitoring of the exam schedule will allow the teacher and administration to track the progress and success of all students attempting to earn the certification.
Person Responsible	Stephen Scheloske (stephen.scheloske@polk-fl.net)

Activity #3	
Title	Differentiation, Support, and Acceleration for ELL/ESE/504/Gifted Students
Rationale	Union Academy has seen an increase in the population of students who are identified as Exceptional Education Students. These identified students are the majority of our lowest 25%,
Intended Outcome	With increased differentiation, support and acceleration, the lowest 25% will make gains in FSA subgroup areas and accelerated students will successfully pass EOCs.
Point Person	Stephen Scheloske (stephen.scheloske@polk-fl.net)
Action Step	
Description	Using FSA scores, teachers will conduct data chats to show individual strengths and weakness. Students will monitor their progress with progress charts. The teachers of the gifted, the instructional coach, and a guidance counselor will be working with staff to develop individualized plans for exceptional education students.
	For students scoring below a 3 on the FSA ELA, a reading class will be required. Intensive math classes will also be mandatory for students scoring below a 3 on the FSA math.
	The gifted program will provide combined consultative and resource model that will allow for an endorsed gifted teacher to assist with additional resources. The gifted teachers will be in the classrooms of the regular education teachers and will be assisting students with building an academic portfolio that will reflect their goals and their interests in their education plan. Each nine weeks students will review their portfolios and discuss their progress.
	The guidance counselor assembles IEP and 504 folders that document individualized plans. These folders are distributed to each teacher at the beginning of the year to ensure that accommodations are being met.
	During Anchor Assemblies (Staff PD) teachers will be working with the instructional coach to develop the teachers lessons and activities to differentiate and support learning within our subgroups. Ongoing monitoring of student grades and progress monitoring will serve as early evaluation.
Person Responsible	Stephen Scheloske (stephen.scheloske@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Weekly administrative meetings will monitor the effectiveness of the ESE programs. Teachers meet quarterly with the guidance counselor to ensure ESE/504 accommodations are met. Individualized meetings will be conducted as needed to address progress of all stakeholders.
Person Responsible	Stephen Scheloske (stephen.scheloske@polk-fl.net)

Activity #4	
Title	Increased Focus and Evaluation on the IB MYP School The need for increase rigor was reflected in the IB units. Units also reflect that summative assessments were not completed using the GRASP tool. Observations have shown that end of the unit summatives are not being introduced at the beginning of the unit to drive lessons.
Rationale	Due to Mr. Scheloske's prior knowledge and experience with the International Baccalaureate program, there will be a greater emphasis placed on curriculum philosophies shared by the MYP world. With the evaluation visit this school year, criteria in units will be submitted and evaluated to the MYP coordinator with feedback to show implementation of philosophies.
Intended Outcome	Teachers and students will rediscover the fundamental concepts of the IB MYP school. Both students and teachers will continue to make gains in knowledge of terminology and will practice the concepts of the IB MYP Schools. The goal is to show the development of internationally minded people who recognize their common humanity while using developed units to drive curriculum.
Point Person	Stephen Scheloske (stephen.scheloske@polk-fl.net)
Action Step	
	Increase the implementation and focus on IB expectations and practices. The administration and leadership team will continue developing our own understanding as we work to guide our staff through the continuous development of being an IB World School.
Description	The IB Coordinator will model researched instructional practices from a pedagogy of materials for new teachers to the IB philosophy. Teachers with new responsibilities and changes in grade level or curriculum assignments will be trained. Training will continue at FLIBS. Anchor assembly meetings will be assembled to review and adjust units if deemed necessary. Teachers will show global connections made by students by displaying student work. The IB mission statement will be addressed to ensure implementation.
Person Responsible	Stephen Scheloske (stephen.scheloske@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Ongoing administrative team monitoring of Unit Plans and implementation of Unit Plans, Assessments, Rubrics and other expectation and requirements of being an IB World School. Being re-authorized as a World School and continuing to work on the suggested areas of improvement from the IB visit.
Person Responsible	Stephen Scheloske (stephen.scheloske@polk-fl.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

PFEP Link

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

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.

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.

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.

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.

Part V: Budget	
Total:	\$0.00