Polk County Public Schools

Union Academy

2019-20 Schoolwide Improvement Plan

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Union Academy

1795 WABASH ST E, Bartow, FL 33830

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

Demographics

Principal: Stephen Scheloske

Start Date for this Principal: 7/2/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	68%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (70%) 2017-18: A (69%) 2016-17: A (69%) 2015-16: A (69%) 2014-15: A (77%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

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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	Job Duties and Responsibilities
Scheloske, Stephen	Principal	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 instructional, curricular, personnel, student and community.
Simmons, Dana	Assistant Principal	Mrs. Simmons is the Assistant Principal. Her duties and responsibilities are to oversee the daily planning and operation of Union Academy.
Pemberton, Jodi	Instructional Coach	Mrs. Pemberton is the instructional coach. Her duties and responsibilites include planning and presenting professional development for the teachers. She works closely with all new teachers as the Campus Induction Coordinator. She models lessons for teachers and assists with lesson plans as needed, guiding teachers to become more successful.
Trotter, Christy	Other	Mrs. Trotter is the Testing Coordinator. her duties and responsibilities include preparing and organizing all standardized testing for Union Academy. She communicates with the district and staff at Union Academy to ensure testing procedures are followed properly.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	142	132	126	0	0	0	0	400
Attendance below 90 percent	0	0	0	0	0	0	5	4	1	0	0	0	0	10
One or more suspensions	0	0	0	0	0	0	0	3	1	0	0	0	0	4
Course failure in ELA or Math	0	0	0	0	0	0	1	4	1	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	0	0	0	13	7	7	0	0	0	0	27

The number of students with two or more early warning indicators:

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

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	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

31

Date this data was collected or last updated

Thursday 10/10/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	80%	48%	54%	77%	48%	52%
ELA Learning Gains	63%	52%	54%	65%	51%	54%
ELA Lowest 25th Percentile	59%	48%	47%	55%	43%	44%
Math Achievement	79%	50%	58%	78%	47%	56%
Math Learning Gains	62%	50%	57%	68%	50%	57%
Math Lowest 25th Percentile	58%	48%	51%	64%	46%	50%
Science Achievement	64%	44%	51%	65%	44%	50%
Social Studies Achievement	92%	72%	72%	90%	64%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	142 (0)	132 (0)	126 (0)	400 (0)
Attendance below 90 percent	5 (0)	4 (0)	1 (0)	10 (0)
One or more suspensions	0 (0)	3 (0)	1 (0)	4 (0)
Course failure in ELA or Math	1 (0)	4 (0)	1 (0)	6 (0)
Level 1 on statewide assessment	13 (0)	7 (0)	7 (0)	27 (0)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	80%	48%	32%	54%	26%
	2018	84%	41%	43%	52%	32%
Same Grade Comparison	-4%					
Cohort Comparison						
07	2019	81%	42%	39%	52%	29%
	2018	74%	42%	32%	51%	23%
Same Grade Comparison	7%					
Cohort Comparison	-3%					
08	2019	81%	48%	33%	56%	25%
	2018	80%	49%	31%	58%	22%
Same Grade Comparison	1%					
Cohort Comparison	7%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	79%	47%	32%	55%	24%
	2018	76%	40%	36%	52%	24%
Same Grade Comparison	3%					
Cohort Comparison						
07	2019	70%	39%	31%	54%	16%
	2018	79%	40%	39%	54%	25%
Same Grade Comparison	-9%					
Cohort Comparison	-6%					
08	2019	39%	35%	4%	46%	-7%
	2018	66%	34%	32%	45%	21%
Same Grade Comparison	-27%					
Cohort Comparison	-40%					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	64%	41%	23%	48%	16%
	2018	75%	42%	33%	50%	25%
Same Grade Comparison	-11%					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	92%	70%	22%	71%	21%
2018	93%	84%	9%	71%	22%
Compare		-1%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	94%	50%	44%	61%	33%
2018	96%	60%	36%	62%	34%
Compare		-2%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	53%	47%	57%	43%
2018	100%	41%	59%	56%	44%
Compare		0%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
ASN	73	64		100	82				100		
BLK	73	58	55	59	53	49	48	75	67		
HSP	85	66	64	76	58	53	52	100	63		
MUL	90	80		100	80						
WHT	81	63	59	85	65	64	71	94	74		
FRL	74	51	55	71	58	56	57	97	54		

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		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	630
Total Components for the Federal Index	9
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	84
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	60
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	69
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	88
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	73
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	64
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The lowest 25% in Math showed the lowest performance on the FSA Math Assessment. They were 58% proficient. This is a trend, wherein for the 17/18 year the same group had 57% proficiency.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

8th grade FSA Science showed the greatest decline from the previous year. Factors that contributed to this decline include: new teacher for that group while in seventh grade; lack of adequate progress monitoring for the 8th grade science students.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

8th Grade FSA Science
The factors that contributed to this gap were a lack of adequate progress monitoring and a new teacher.

Which data component showed the most improvement? What new actions did your school take in this area?

ELA FSA Learning gains showed the most improvement. We had a new intensive reading teacher that worked exclusively with the lower level students on text-based questioning.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Math Lowest 25% Learning Gains
FSA Science Achievement

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Math Achievement Gains
2. Science Achievement Gains
3. Differentiation with ELL/ESE students
4. Progress Monitoring across the board
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase Math Proficiency
Rationale	8th Grade FSA Math Proficiency is only at 58%, and shows a trend.

State the measurable outcome the school plans to achieve	There will be a 5 point or more gain in student proficiency.
Person responsible for monitoring outcome	Dana Simmons (dana.simmons@polk-fl.net)
Evidence-based Strategy	Collaborative Learning with target-to-task alignment
Rationale for Evidence-based Strategy	Students have been evaluated and placed in the most appropriate math course based on their prior performance on the FSA or EOC exams. Teachers will provide lessons that are target-to-task aligned to better serve the needs of the students.

Action Step	
Description	1. Teachers will utilize STAR testing data and County Quarterly Exam data to see how the lower 25% are progressing with their math skills. When assessing takes place, instruction will change, as needed, to help students achieve success in their struggling areas. 2. Instruction on target-to-task alignment will be provided by all math teachers. Teachers will use results from STAR testing data and Quarterly exams to improve and alter their instruction. 3. Collaborative learning strategies will be provided in PLC's. Follow-up will take place at future PLC's, where teachers bring student samples for proof of use of the collaborative learning strategies. Discussion will take place and teachers will analyze student samples to see what growth has taken place, or what needs to take place for growth to happen. 4. The Lower 25% will be offered access to an after school tutoring club that meets twice a week, working on math deficiences using Imagine Math. 5.
Person Responsible	Dana Simmons (dana.simmons@polk-fl.net)

#2	
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%. There is also an increase in the gifted population on campus.
State the measurable outcome the school plans to achieve	With increased differentiation, support and acceleration, the lowest 25% will make gains in FSA subgroup areas and accelerated students will succesfully pass EOCs and have a better attitude towards each other after we implement a school wide Positivity and Empathy Campaign.
Person responsible for monitoring outcome	Stephen Scheloske (stephen.scheloske@polk-fl.net)
Evidence-based Strategy	Data chats will be implemented with fidelity and teachers will become "mentors" of a pre-identified group of needy students.
Rationale for Evidence-based Strategy	Data chats and mentor groups were selected because they seem the most logical way to reach the targeted group. Positivity and Empathy Campaign will be implemented to enhance student and staff empathy school wide.

Action Step	
Description	1. Lowest 25% will be in a required reading and/or math class, based on their needs. 2. Guidance will share IEP and 504 information with teachers. 3. Gifted program will provide combined consultative and resource models that will allow for additional support, based on regular education teacher feedback, daily grades, quarterly assessments in all core subjects, gifted student goals and objectives found in student EPs. 4. Data chats will take place individually with each student, to better monitor student progress by all staff members. Each teacher will be given a minimum of 20 students to consider their "mentoring group" and they will be responsible for completing frequent data chats with the "mentoring group". Data chats will take place quarterly, or as needed, if more needs arise. 5. We will focus on an attitude of positivity throughout the campus to instill more empathy in the staff and students. The positivity and empathy push will be implemented schoolwide, but we will focus more attention on the needs of our lowest 25%. Students will focus on being positive peer mentors of each other, encouraging one another and praising each other for their successes. This will help to alleviate stress, which will ultimately make the students more empathetic towards each other. We will promote positivity by offering one-on-one before and after school mentoring sessions and lunch group clubs that encourage breaking down boundaries socially, emotionally, and academically. This will promote skills that transform our school community and build both social and academic capital for our staff and students.
Person Responsible	Stephen Scheloske (stephen.scheloske@polk-fl.net)

#3	
Title	Increase Science Proficiency
Rationale	8th Grade Science Proficiency dropped by 11 points from the 17/18 school year, which is not a trend. 8th Grade Science rose 10 points from the previous school year in 16/17.

State the measurable outcome the school plans to achieve	Students will show at least a 5 point gain in Science proficiency.
Person responsible for monitoring outcome	Dana Simmons (dana.simmons@polk-fl.net)
Evidence-based Strategy	Science classes will focus more on progress monitoring throughout the year, utilizing data from quarterly exams to adjust the planning, timeline and structure while allowing for re-teaching as needed. Push-in support will happen with gifted resource teacher and enrichment activities.
Rationale for Evidence-based Strategy	When push-in takes place, differentiation will also take place, increasing proficiency overall. Progress montioring will aid students and teachers alike.

Action Step	
Description	1. Grade level and vertial Planning will allow for higher quality planning and instruction 2. Teachers will focus more on progress monitoring via science. 3. Certified gifted resource teacher will push-in and pull-out for differentiation and support. 4. Enrichment activities will be based on student needs after analyzing Quarterly Exams more closely. 5. Re-teaching will take place, as needed, after analyzing Quarterly Exams.
Person Responsible	Dana Simmons (dana.simmons@polk-fl.net)

#4	
Title	Focus on Progress Monitoring
Rationale	As a whole, our school needs to think of the "end in mind" to help drive instruction.

State the measurable outcome the school plans to achieve	Teachers will have monthly data chats with students to improve progress monitoring across the school.
Person responsible for monitoring outcome	Jodi Pemberton (jodi.pemberton@polk-fl.net)
Evidence-based Strategy	Teachers will be assigned one "Mentoring group" that they are responsible for having data chats with on a monthly basis, guiding students to reflect on their own progress, which will also assist the teachers with progress monitoring as well.
Rationale for Evidence-based Strategy	Meeting with students regularly will help with progress monitoring and assist the teachers in planning instruction appropriately.

Action Step	
Description	1. Teachers will be assigned a "Mentoring group" to have regular data chats with on a monthly basis. The mentoring group is either their 6th or 7th period class, depending on the grade level they teach, consisting of approximately 22 students. 2. Resource teachers will assist with gathering data to be used in data chats. 3. Students will begin adding their own "progress" areas to their data sheets, as they see progress in their own scores. 4. Teachers will drive instruction more closely related to student needs, based on analyzing their data. Using both formatives and summatives, along with County Quarterlies, teachers will analyze noted standards and strands that show deficits for the targeted group. After assessments are evaluated, concepts will be revisited, re-taught, and then reassessed for further analysis. As students succeed in a specific area, more focus will be spent on the areas of need. STAR mini assessments and Achieve articles will be assigned for specific students, focusing on their specific areas of need.
Person Responsible	Jodi Pemberton (jodi.pemberton@polk-fl.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

We will address the remaining schoolwide improvement priority of community involvement by getting the community more involved with 8th grade Design Projects.

Part IV: Title I Requirements

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. Parents, teachers, administration and guidance participate in conferences as often as needed. Students are encouraged to attend and participate in all conferences. The Union Academy websites provide 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. A school wide Positivity and Empathy Campaign will be implemented to increase staff and student empathy towards each other.

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 once 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. Once a month, students are chosen to represent one of each of the ten learner profiles to promote student success and enhance social-emotional needs for the students. Also, the school wide Positivity and Empathy Campaign will further enhance the goal of meeting social-emotional needs of all students.

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.

Support staff and administration will also implement a school wide book study on "Unselfie" by Michelle Borba to jumpstart our Positivity and Empathy Campaign.

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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Increase Math Proficiency	$0.00
2	III.A.	Areas of Focus: Differentiation, Support, and Acceleration for ELL/ESE/504/Gifted Students	$0.00
3	III.A.	Areas of Focus: Increase Science Proficiency	$0.00
4	III.A.	Areas of Focus: Focus on Progress Monitoring	$0.00
		Total:	$0.00