

Union County School District

Union County High School



2021-22 Schoolwide Improvement Plan

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Union County High School

1000 S LAKE AVE, Lake Butler, FL 32054

www.union.k12.fl.us/uchs

Demographics

Principal: Julie Denson

Start Date for this Principal: 9/10/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	73%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (59%) 2017-18: B (61%) 2016-17: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 Union 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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	69%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	23%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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<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.

The purpose of the Union County School District is to provide a collaborative learning culture where students are dedicated to excel with commitment from staff, families, and community.

Provide the school's vision statement.

The purpose of the Union County School District is to provide a collaborative learning culture where students are dedicated to excel with commitment from staff, families, and community.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Denson, Julie	Principal	
Scaff, Zeke	Assistant Principal	
Adkins, Lindley	Reading Coach	
Beatty, Allyson	School Counselor	Career Specialist
Howell, Michael	School Counselor	Career Specialist

Demographic Information

Principal start date

Friday 9/10/2021, Julie Denson

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

643

Identify the number of instructional staff who left the school during the 2020-21 school year.

Identify the number of instructional staff who joined the school during the 2021-22 school year.

Demographic Data

Early Warning Systems

2021-22

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	0	0	0	0	201	149	151	142	643
Attendance below 90 percent	0	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	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	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	

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

Date this data was collected or last updated

Monday 9/13/2021

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	

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

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	

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

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				60%	60%	56%	57%	57%	56%
ELA Learning Gains				54%	54%	51%	49%	49%	53%
ELA Lowest 25th Percentile				34%	34%	42%	36%	36%	44%
Math Achievement				56%	56%	51%	68%	68%	51%
Math Learning Gains				41%	41%	48%	53%	53%	48%
Math Lowest 25th Percentile				37%	37%	45%	47%	47%	45%
Science Achievement				77%	77%	68%	72%	72%	67%
Social Studies Achievement				83%	83%	73%	80%	80%	71%

Grade Level Data Review - State Assessments

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
09	2021					
	2019	59%	58%	1%	55%	4%
Cohort Comparison						
10	2021					
	2019	59%	59%	0%	53%	6%
Cohort Comparison		-59%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	75%	74%	1%	67%	8%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	80%	80%	0%	70%	10%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	41%	52%	-11%	61%	-20%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	67%	68%	-1%	57%	10%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

9th: SAVVAS

10th: SAVVAS and Mastery Connect (US History)

11th: SAVVAS and Mastery Connect (US History)

12th: SAVVAS and Mastery Connect (US History)

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	21	40	30	34	37	32	52	65		96	25
BLK	28	36	31	45	41	64	55	70		90	50
MUL	29	24		50							
WHT	53	49	44	64	36	34	75	77		87	56
FRL	37	45	43	59	41	36	66	65		81	44

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
SWD	22	28	22	31	35	29	37	60		94	18
BLK	41	37	14	36	13			63		94	13
HSP	55	45		58							
MUL	56	56		44	15						
WHT	64	56	38	60	47	45	79	88		95	54
FRL	49	54	38	43	30	30	62	84		91	28
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
SWD	30	47	42	43	43	19	36	55		50	
BLK	38	41		56	40		63	64		79	47
HSP	67	50									
MUL	43	29									
WHT	60	52	33	70	54	50	74	82		89	67
FRL	51	45	35	66	44	43	68	75		79	55

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	561
Total Components for the Federal Index	10
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
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

English Language Learners	
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	51
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	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	34
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	58
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	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The lowest-performing area for UCHS is ELA, with a downward trend in the 9th grade. Students with Disabilities and African-American sub-groups continue to struggle below the 41% threshold. Perseverance and endurance are barriers affecting the overall performance in ELA.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

9th grade ELA fell well below state average and well below the previous year's cohorts when compared over the last five years.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Factors that contributed to include students' and teacher' knowledge of the ELA standards, and understanding of the rigor required and limited time for reteaching and remediation. Both 9th grade ELA teachers, one new to UCHS, are currently working with mentors on a weekly basis and an instructional coach monthly to gain an understanding of standards implementation and rigor in the classroom, as well as the use of data to drive instruction.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Algebra 1 moved from 40% to 49% from 2019 to 2021.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Structured, rigorous standards-based instruction has proven to be the most effective in this course. Another contributing factor included a new Algebra 1 teacher with experience and understanding of standards and rigor implementation.

What strategies will need to be implemented in order to accelerate learning?

Hattie's Interventions
 Spiral Reviews for remediation purposes
 New ELA curriculum implementation
 Learning Strategies Class for IEP students
 Continuous Data Analysis
 Tiered Intervention through ELA/Intensive Reading

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Reading Interventions in non-ELA classrooms - This training with support teachers to incorporate reading strategies and interventions within their own content area. Training will be provided through NEFEC and District instructional coaches.

Weekly ELA PD with ELA/Intensive Reading Teacher

ELA B.E.S.T. Standards Training

Math B.E.S.T. Standards Training

ESE Training focusing on documenting interventions by General Ed and ESE teachers

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Documentation of interventions has been a push in the 2020-2021 and beginning of the 2021-2022 school year. Teachers and staff have been trained in Hattie's Interventions twice and are required to document interventions in their unit lesson plans. This is an area in which UCHS will continue to train continuously going forward.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale:	Teachers and students lack a full understanding of the new ELA B.E.S.T. standards and the rigor that is required.
Measurable Outcome:	Increase the percentage of students in the 9th and 10th grade who score a Level 3 or higher on the FSA in English Language Arts.
Monitoring:	Individual and Team data chats to drive instruction through progress monitoring.
Person responsible for monitoring outcome:	Julie Denson (densonj@union.k12.fl.us)
Evidence-based Strategy:	1. Departmental collaboration and training 2. Intensive Reading Classes - small group instruction
Rationale for Evidence-based Strategy:	Teacher collaboration is a key element in driving school improvement. It creates an environment for teachers to improve their practice while facilitating action designed to address diverse student needs.

Action Steps to Implement

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	With the induction of the new ELA B.E.S.T standards, we are working on increasing the rigor of instruction to elevate the overall performance of the bottom quartile as the motivation and endurance of students continue to be a barrier to higher achievement.
Measurable Outcome:	Increase the percentage of students within the bottom quartile and overall learning gains by 10% in reading.
Monitoring:	Explicitly monitoring the bottom quartile through ELA progress monitoring. Standards-based progress monitoring through Intensive Reading Classes every two weeks.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Data chats with individual students in Intensive Reading classes. Small group instruction based on the Tiered system. Documentation of Hattie's interventions.
Rationale for Evidence-based Strategy:	By providing direct and explicit reading instruction teachers take full responsibility for student learning and then gradually relinquish this responsibility to students as they become successful. Instruction moves from teacher modeling through guided practice using prompts and cues, to independent and fluent performance by the student.

Action Steps to Implement

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Teachers are working on increasing the understanding and rigor of standards to elevate the overall performance of the bottom quartile as the motivation and endurance of students continue to be a barrier to higher achievement.
Measurable Outcome:	Increase the percentage of students within the bottom quartile making learning gains by 10% in Algebra 1 and Geometry.
Monitoring:	Progress monitoring through SAVVAS. Departmental Collaboration Classroom Observations
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Documentation of Hattie's Interventions Spiral review for remediation
Rationale for Evidence-based Strategy:	Teacher documentation of interventions is crucial in driving student improvement.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

UCHS is categorized as a high-risk high school based on data. However, UCHS has seen a decline in the number of in-school and out-of-school suspensions in the last four years. In 2020-2021, an area of concern that rose quickly was vaping. UCHS and the District are committed to providing knowledge about the health hazards of vaping and sharing vapes between students. UCHS and the Union County Sheriff's Office continue to collaborate to provide supports and information to discourage the use of vapes on campus or around the community. UCHS sends monthly discipline reports to teachers to disaggregate the data and provide interventions to support a healthier high school atmosphere. The administration conducts semester class meetings to remind students of expectations. Teachers conduct regular in-classroom reminders with students about class and school expectations. The UCHS PBIS team is being re-trained in order to build positive behavior supports with new staff.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

The purpose of the Union County School District is to provide a collaborative learning culture where students are dedicated to excel with commitment from staff, families, and the community.

UCHS sends a weekly newsletter digitally to students, staff, and parents informing them of upcoming events, activities, deadlines, positive recognition of students/teams. This year students and parents have the availability to communicate positive pictures and information through HJ eSHARE. We also work with the local newspaper and local social media to ensure community stakeholders are aware of events/activities occurring at UCHS. Union County High School utilizes Skyward, an online grading and communication system to interact with students and parents. By using Skyward, parents and students can communicate with teachers and view academic progress, as well as keep track of attendance and disciplinary actions. Skyward is also used to send personal or mass emails to parents and students of important notices and opportunities. Google Classroom is utilized to inform students of assignments and school activities with deadlines. Parents have the opportunity to enroll with their email to keep track of their student's activity and see all information communicated.

The administration conducts monthly planning period meetings with staff to communicate information and foster collaborative working relationships. This, as well as the open-door policy, gives staff an opportunity to provide feedback information on activities, events, or mandates.

The PBIS team meets monthly in order to discuss data trends and plan rewards for those positive behaviors we see at UCHS.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Our school and district works well with our local partners and publicizes the close relationship we share. We recognize business partners of the year and volunteers of the year. We seek their input when major changes are scheduled to take place and when planning events throughout the year. UCHS conducts a monthly SAC (School Advisory Council) in which administration, teachers, staff, parents, and local stakeholders meet to discuss the progress of our school improvement goals. Our Superintendent is a member of the local Rotary Club and principals of each school work directly with local business partners in communicating needs and ways to work together for the improvement of our shared community. Our community is supportive of UCHS and our students. Local businesses and individuals regularly support students, groups, and teams with donations that provide food, clothing, rewards, and other miscellaneous needs such as sponsoring scholarships and providing meals for various events.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: B.E.S.T. Standards	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
Total:			\$0.00