

Polk County Public Schools

# Union Academy



## 2022-23 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: 7/25/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	68%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: A (67%) 2018-19: A (70%) 2017-18: A (69%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</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 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](http://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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<b>Title I Requirements</b>	<b>0</b>
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## 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	68%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	49%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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### SIP Authority

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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.**

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**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Scheloske, Stephen	Principal	<p>I oversee and am responsible for all aspects of Union Academy. I am responsible for the education of our students, the development, support and guidance of our staff, the inclusion of our community and parents, our facilities, and all aspects of running a successful school. Some of those responsibilities include but are not limited to the oversight and operation of the following:</p> <ul style="list-style-type: none"> <li>• the daily operation of Union Academy</li> <li>• evaluation of staff</li> <li>• progress of all students</li> <li>• testing</li> <li>• federal, state and local mandates</li> <li>• monitoring and use of data to drive instruction and planning</li> <li>• professional development</li> <li>• finances</li> <li>• budget management</li> <li>• purchasing</li> <li>• payroll</li> <li>• facilities</li> <li>• awards and ceremonies</li> <li>• athletics</li> <li>• community relations</li> <li>• parent and advisory groups</li> <li>• school advisory council</li> <li>• implementation of the International Baccalaureate Middle Years Program</li> </ul>
	Assistant Principal	

## Demographic Information

### Principal start date

Tuesday 7/25/2017, Stephen Scheloske

**Number of teachers with a 2022 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.*

1

**Number of teachers with a 2022 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.*

1

**Total number of teacher positions allocated to the school**

27

**Total number of students enrolled at the school**

411

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

6



Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

## Demographic Data

### Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	135	137	125	0	0	0	0	397
Attendance below 90 percent	0	0	0	0	0	0	12	10	14	0	0	0	0	36
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	2	3	0	0	0	0	0	5
Course failure in Math	0	0	0	0	0	0	1	2	1	0	0	0	0	4
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	6	10	12	0	0	0	0	28
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	16	17	14	0	0	0	0	47
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	1	0	0	0	0	1

Using the table above, complete the table below with the number of students by current grade level who have 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	3	3	2	0	0	0	0	8

Using current year data, complete the table below with the number of students identified as being "retained.":

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	1	0	0	0	0	1

Date this data was collected or last updated

Thursday 9/8/2022

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	148	132	132	0	0	0	0	412	
Attendance below 90 percent	0	0	0	0	0	0	0	8	9	0	0	0	0	17	
One or more suspensions	0	0	0	0	0	0	0	8	11	0	0	0	0	19	
Course failure in ELA	0	0	0	0	0	0	0	5	0	0	0	0	0	5	
Course failure in Math	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	5	5	0	0	0	0	10	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	14	6	0	0	0	0	20	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	5	5	0	0	0	0	10	

**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	2	0	0	0	0	0	2	
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	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		
Number of students enrolled	0	0	0	0	0	0	148	132	132	0	0	0	0	412	
Attendance below 90 percent	0	0	0	0	0	0	0	8	9	0	0	0	0	17	
One or more suspensions	0	0	0	0	0	0	0	8	11	0	0	0	0	19	
Course failure in ELA	0	0	0	0	0	0	0	5	0	0	0	0	0	5	
Course failure in Math	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	5	5	0	0	0	0	10	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	14	6	0	0	0	0	20	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	5	5	0	0	0	0	10	

**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	2	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1

**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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	68%	40%	50%				80%	48%	54%
ELA Learning Gains	62%						63%	52%	54%
ELA Lowest 25th Percentile	60%						59%	48%	47%
Math Achievement	64%	34%	36%				79%	50%	58%
Math Learning Gains	59%						62%	50%	57%
Math Lowest 25th Percentile	61%						58%	48%	51%
Science Achievement	68%	40%	53%				64%	44%	51%
Social Studies Achievement	81%	49%	58%				92%	72%	72%

**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
06	2022					
	2019	80%	48%	32%	54%	26%
Cohort Comparison						
07	2022					
	2019	81%	42%	39%	52%	29%
Cohort Comparison		-80%				
08	2022					
	2019	81%	48%	33%	56%	25%
Cohort Comparison		-81%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	79%	47%	32%	55%	24%
Cohort Comparison						
07	2022					
	2019	70%	39%	31%	54%	16%
Cohort Comparison		-79%				
08	2022					
	2019	39%	35%	4%	46%	-7%
Cohort Comparison		-70%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	64%	41%	23%	48%	16%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	92%	70%	22%	71%	21%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	94%	50%	44%	61%	33%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	53%	47%	57%	43%

### Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	39	53	55	42	56			80			
ELL	47	67		33	67						
BLK	59	52	52	48	50	36	48	71	45		
HSP	59	70	81	55	63	73	65	69	89		
WHT	75	64	50	75	61	64	77	88	79		
FRL	58	52	49	55	56	55	69	77	75		
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	44	59	55	39	41						
BLK	57	49	34	41	30	24	36	73	29		
HSP	66	59	52	58	35	28	73	83	74		
WHT	77	59	49	75	41	41	79	83	79		
FRL	60	52	44	53	34	26	57	74	54		
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		

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A

ESSA Federal Index	
OVERALL Federal Index – All Students	67
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	600
Total Components for the Federal Index	9
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	54
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	69
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	70
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### 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?

Approximately 35% of our students scored a Level 1 or 2 on the 2021 Statewide Assessment Exams. The numbers aren't finalized for 2022 but preliminary data leads me to believe it will be similar.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

7th Grade ELA and 7th and 8th Mathematics

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

Increased number of students who did not meet a level 3 or greater. Adjustment of schedules and teacher assignments. Increased observation and feedback for teacher in those areas. Increased support for teachers in those areas. One new hire in those areas.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

8th Grade FSA Math

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

Adjusted schedules and a new teacher for those classes last year.

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

Time, the teachers will be getting new materials and a new map to follow.

**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.**

Scaffolding, flexibility and modeling

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

This is the second year of our teachers meeting as a department rather than a grade level model. We are also beginning a mentoring or advising period for our lower level students.

#### **Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:



**#1. Instructional Practice specifically relating to Standards-aligned Instruction****Area of Focus Description****and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Data from FSA and other standardized exams has show an overall decrease in proficiency from a few years back. With the state changing the standards and benchmarks we need to refocus our efforts on standards/ benchmark aligned lessons, tasks, and assessments.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

State data will show a minimum of +1% proficiency increase for all grades/ content as well as 10% of the students just below the proficiency line becoming proficient

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

Progress monitoring data offered by district level assessment platforms will be used to ensure students are mastering Benchmarks being taught after planning is properly implemented.

**Person responsible for monitoring outcome:**

Stephen Scheloske (stephen.scheloske@polk-fl.net)

**Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.**

Monitor students engaging in equivalent experiences aligned to state expectations using SWT.  
Engage teachers in standards-based planning protocol using the Learning Arc Framework.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

TNTP's The Opportunity Myth speaks to the relationship between academic success and ensuring students are able to engage in grade level standards-based expectations. It is imperative we both monitor for aligned and plan for teacher's understanding of the Benchmarks and aligned tasks and assessments.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Strategy 1 – Standards Walkthrough Tool Monitoring

Action Step 1 – Create calendar for leadership team calibration walks

**Person Responsible**

Stephen Scheloske (stephen.scheloske@polk-fl.net)

Strategy 1 – Standards Walkthrough Tool Monitoring

Action Step 2 – Train leadership team on walkthrough tool in first two calibration walks

**Person Responsible**

Stephen Scheloske (stephen.scheloske@polk-fl.net)

Strategy 1 – Standards Walkthrough Tool Monitoring

Action Step 3 – Conduct calibration walks until team shows 90-100% calibrated consistency with rationale

**Person Responsible**

Stephen Scheloske (stephen.scheloske@polk-fl.net)

Strategy 2 – Planning with Arc Framework

Action Step 1 – Create master schedule that includes intentional collaborative planning

**Person Responsible**

Stephen Scheloske (stephen.scheloske@polk-fl.net)

Strategy 2 – Planning with Arc Framework

Action Step 2 – Assign and train planning facilitators

**Person Responsible** Stephen Scheloske (stephen.scheloske@polk-fl.net)

Strategy 2 – Planning with Arc Framework

Action Step 3 – Add planning results findings to leadership team meeting agenda

**Person Responsible** Stephen Scheloske (stephen.scheloske@polk-fl.net)

Strategy 2 – Planning with Arc Framework

Action Step 4 – Conduct planning protocol on a “weekly” basis

**Person Responsible** Stephen Scheloske (stephen.scheloske@polk-fl.net)

Strategy 2 – Planning with Arc Framework

Action Step 5 – Review planning findings during leadership team meetings on a routine basis

**Person Responsible** Stephen Scheloske (stephen.scheloske@polk-fl.net)

Strategy 2 – Planning with Arc Framework

Action Step 6 – Conduct correlation analysis between SWT findings and Benchmarks planned for using Arc

**Person Responsible** Stephen Scheloske (stephen.scheloske@polk-fl.net)

**#2. Positive Culture and Environment specifically relating to Stakeholder Relations****Area of Focus  
Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

How a person feels is paramount to achievement. If a person does not feel welcomed, appreciated, safe, or successful, they likely will not be motivated to work hard or be an engaged positive member of the school.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Improved ratings on the school climate surveys. A general improvement in our comments on Social Media. Maintaining and improving teacher retention. Increased student scores on progress monitoring and state based assessment.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored through interaction with our stakeholders and feedback from our stakeholders. There are a lot of traditions and expectations here at Union. Many of them preceded our current students and families. Teaching our expectations and culture is vital to having them understand our purpose. This is important for all our stakeholders.

**Person responsible for monitoring outcome:**

Stephen Scheloske (stephen.scheloske@polk-fl.net)

**Evidence-based****Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Setting a clear vision, school norms, goals, and expectations that support social, emotional, and physical safety  
Establishing school safety for a more positive climate  
Advocating for students as well as parent's involvement in school policies and practices  
Engaging teachers and administrators  
Setting boundaries through school and classroom rules  
Creating fun and positive experiences  
Creating a healthy physical, emotional, and social environment for student growth  
Improving your current school climate through assessments and surveys

**Rationale for Evidence-based Strategy:**  
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

As a leader, I have a huge impact on how our employees feel. A telling brain-imaging study found that, when employees recalled a supervisor that had been unkind or un-empathic, they showed increased activation in areas of the brain associated with avoidance and negative emotion while the opposite was true when they recalled an empathic leader.  
In studies by the Queens School of Business and by the Gallup Organization, disengaged workers had 37% higher absenteeism, 49% more accidents, and 60% more errors and defects.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Setting a clear vision, school norms, goals, and expectations that support social, emotional, and physical safety.

**Person Responsible**

Stephen Scheloske (stephen.scheloske@polk-fl.net)

Conducting random metal detector checks.

**Person Responsible** Stephen Scheloske (stephen.scheloske@polk-fl.net)

Conducting all proper drills for safety.

**Person Responsible** Stephen Scheloske (stephen.scheloske@polk-fl.net)

Implementing student awards and rewards.

**Person Responsible** Stephen Scheloske (stephen.scheloske@polk-fl.net)

Keeping parents and the community aware of the happenings at the school.

**Person Responsible** Stephen Scheloske (stephen.scheloske@polk-fl.net)

## RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

### Grades K-2: Instructional Practice specifically relating to Reading/ELA

NA

### Grades 3-5: Instructional Practice specifically relating to Reading/ELA

NA

**Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**

NA

**Grades 3-5: Measureable Outcome(s)**

NA

**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

NA

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

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**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

NA

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

NA

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

**Action Step****Person Responsible for Monitoring**

NA

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**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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

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. 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 continued to increase staff and student empathy towards each other. This year in particular we will be focusing on a

foundational approach with our staff and students. After the disruption of the last two school years we want to make sure all of our staff, students, parents, and community feel comfortable and remain focused on the structure and approaches we are taking to be successful this school year. Our students will all be back on campus in a more common setting under a more traditional structure.

Union Academy has partnered with Bartow Rotary to have an Interact Club on campus. The Principal is also a Rotary member who regularly attends Rotary meetings. We will return to hosting school dances, celebrations, ceremonies, and activities on campus. Our school has also reconnected with our history. The UA Alumni Association has been welcomed back to their school to help our current students connect with the rich history of our school. It is also important that those men and women are recognized for their accomplishment and dedication to Union.

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

Administration: Mr. Scheloske and Ms. Simmons are responsible for the planning, oversight, approval and operation of all programs, operations and events.

Leadership Team: Acting as a planning and oversight group, our leadership team assists in the planning, oversight and operation of the celebrations, ceremonies, activities and extra curriculars that happen on our campus.

Staff: We have an active staff that assists with various programs and activities beyond the everyday scope of teaching and learning. Our staff sponsor clubs and activities that allow our students to participate in extra curricular activities here at the school.

Parents: Our PTA has been very supportive in promoting positive events, ceremonies, and celebrations. They are also very active in assisting our school with providing materials that are wants in addition to needs.

Community: Union has a proud tradition and many of our Alumni are actively engaged in the progress and recognition of our school. Some serve on our SAC committee and in other various ways at the school.