

Polk County Public Schools

Union Academy



2015-16 School Improvement Plan

Union Academy

1795 WABASH ST E, Bartow, FL 33830

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	39%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	34%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 Environment

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

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

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

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

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

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

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

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

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

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

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

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

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

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	7	3	1	11

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

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

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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

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

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

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
McGuire, Joel	Principal
Williams, Alonzo	Assistant Principal

Duties

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

In addition to the Principal and Assistant Principal, the School Leadership Team consists of;
Beth Row-Guidance

Nyleen Rodriguez-Electives

Bryant Joyner-Electives

Brian Giardina-6th Grade

Margaret Chaves-6th Grade

Craig Canning-8th Grade

Christy Trotter-6th Grade

Jan Wilson-7th Grade

Abby Kayden-7th Grade

Both administrators participate in the day-to-day operations of the school including but not limited to management of the facility and leadership of the instructional staff and the students. Both administrators participate in teacher support in finding resources, teacher evaluation, and teacher professional development

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.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Amber Womble	Parent
Melissa Putnam	Parent
Latasha Holmes	Parent
Jimmy Schaille	Business/Community
Ceci Gill	Parent
Ross Landreth	Parent
Warner Squire	Parent
Michell Githens	Parent
Kristy Joyner	Parent
Jackee Graham	Parent
Jamie Perez	Parent
Barbara Boswell	Education Support Employee
Debra Canning	Teacher
Alonzo Williams	Education Support Employee
Janet Bartuska	Business/Community
Jen Daniels	Business/Community
Janice Lunn	Teacher
Reba Coil	Parent
Jimmy Schaille	Parent
Joel McGuire	Principal

Duties

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

Evaluation of last year's school improvement plan

The Union Academy School Advisory Council evaluated last year's school improvement plan.

Development of this school improvement plan

The Union Academy School Advisory Council contributed to the development of the school improvement plan.

Preparation of the school's annual budget and plan

The Union Academy School Advisory Council reviewed the school's annual budget and plan.

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

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

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
McGuire, Joel	Principal
Williams, Alonzo	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

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

- Janice Lunn-Media Specialist
- Kristen Chaves-6th grade
- Deborah Draper-6th grade ELA
- Jan Wilson-7th grade
- Kathie Goldstein-7th grade Reading
- Peter Johnson-8th grade
- Heather Landreth-8th grade ELA
- Beverly Williams-Electives
- Jodi Pemberton-8th Grade Reading

The LLT reviews the following questions and communicates the answers to the staff.

- What are the indications that UA considers literacy as important?
- What activities should be implemented to enhance literacy at UA?
- How can parents enhance literacy?
- What is potential UA website content to enhance literacy for students and their parents?
- How can other teachers enhance literacy?
- How do we publicize our literacy programs?

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Professional Development Meetings

1. Team Planning Periods (Vertical): Each team is provided one joint planning period per day to facilitate planning for integration of curriculum. A team leader will be selected to chair the meetings. Teams are encouraged to meet weekly to review student progress, scheduling, collaborative curriculum units, and school policies. Team leaders take concerns and recommendations to the administration during Team Leader Meetings. Teams are requested to maintain notes in their team notebook.
2. Teams Leaders Meet with Leadership Team: Team leaders will meet after school once a month to discuss the teams concerns, suggestions, MYP updates and student issues.
3. Teams Meet for Data Chats: Teams will meet together once a month with the MYP Guidance Counselor and administrator to review student data. Individual student grades, attendance, and social data will be reviewed to aid in the implementation of intervention strategies targeted to the student's needs.
4. Department Meetings (Horizontal): Each department will meet a minimum of once each month after school as scheduled on the Professional Development Calendar. An agenda will be created by the departments based on their needs and administrative input when needed. A copy of the meeting's

results will be provided to administration.

5. Faculty Meeting: Meetings will be held after school as needed. Due to the shortened contract time after school, meetings will be designated for celebrations and special announcements. Communication from administration will indicate if meetings are optional or mandatory. Teachers are encouraged to provide celebration and announcements for meetings.

6. Union Academy Committees: Each faculty member will be asked to serve on one or more school committees. The purpose of these committees is to promote the school mission, goals, and climate. Committee selection will be established at the beginning of each year.

7. The Academic Leadership Team meets weekly to determine the instructional focus of Union Academy. The team meets to plan, monitor and coach to ensure mastery of standards and implementation with fidelity.

8. The Leadership Team meets weekly to determine the general focus of Union Academy. The Leadership Team works to ensure the school focus of academic achievement is maintained.

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

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

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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

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

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

Strategy: Summer Program

Minutes added to school year: 0

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

McGuire, Joel, joel.mcguire@polk-fl.net

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

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

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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.

College and Career Readiness

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.

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

8th grade students take a Career Technical Education course in Business Software Applications. This honors weighted high school course exposes the students to the Microsoft Office Suite and ends in an achieved industry certification. All grade-levels may select Robotics as an elective. The 8th grade

course is a high school honors credit and industry certification. 6th grade students participate in the I-PAD immersion program where I-Pad apps are utilized in their core curriculum instruction.

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Union Academy has standards-based instruction in every classroom with high levels of student engagement then the percentage of proficiency will rise.

Strategic Goals Detail

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

G1. If Union Academy has standards-based instruction in every classroom with high levels of student engagement then the percentage of proficiency will rise. 1a

G074754

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	
FCAT 2.0 Science Proficiency	66.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Time for teachers to collaborate, provide support and professional development
- Access to professional development for all subject areas.

Plan to Monitor Progress Toward G1. 8

Increase in grade level proficiency in all content areas while covering the standards

Person Responsible

Joel McGuire

Schedule

Weekly, from 8/29/2014 to 6/5/2015

Evidence of Completion

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

Action Plan for Improvement

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

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If Union Academy has standards-based instruction in every classroom with high levels of student engagement then the percentage of proficiency will rise. **1**

 G074754

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

 B195207

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

 S206828

Strategy Rationale

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

Action Step 1 **5**

Teachers will use current information and district/state information to provide grade level instruction throughout the school.

Person Responsible

Joel McGuire

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Biweekly Data Chats with teachers, weekly Administrative Team Data Chats. Year end student assessment results on FSA, EOC, and course summatives.

Action Step 2 5

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

Person Responsible

Schedule

On 6/10/2016

Evidence of Completion

Evidence will be monitored through lesson plans, team agenda, PLC agenda

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

Grade level proficiency and the coverage of the standards will increase in all content areas

Person Responsible

Joel McGuire

Schedule

Weekly, from 8/29/2014 to 6/5/2015

Evidence of Completion

Early Warning data gathered biweekly, teacher data chats, administrative data chats, summative assessments, state and district tests. Evidence will be gathered through sign in sheets,, agenda and TDA's.

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

Grade level proficiency will increase in all content areas

Person Responsible

Joel McGuire

Schedule

Biweekly, from 8/29/2014 to 6/5/2015

Evidence of Completion

Early Warning data gathered biweekly, teacher data chats, administrative data chats, summative assessments, state and district tests. Evidence will be gathered through sign in sheets,, agenda and TDA's.

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

Monitoring the effectiveness of the goal will be in teacher observations, data chats and assessments.

Person Responsible

Joel McGuire

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Classroom visits, student data, teacher, state and district made assessments. Sign in sheets and agenda

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Teachers will use current information and district/state information to provide grade level instruction throughout the school.	McGuire, Joel	8/18/2014	Biweekly Data Chats with teachers, weekly Administrative Team Data Chats. Year end student assessment results on FSA, EOC, and course summatives.	6/5/2015 weekly
G1.B1.S1.A2	Provide substitutes for teachers to collaborate and work with instructional support persons from the school and the district. Provide professional development for teachers and administrators regarding the new standards and addressing the shifts.		8/24/2015	Evidence will be monitored through lesson plans, team agenda, PLC agenda	6/10/2016 one-time
G1.MA1	Increase in grade level proficiency in all content areas while covering the standards	McGuire, Joel	8/29/2014	Student achievement results on state assessments and district EOCs. Teacher evidence from classroom walkthroughs ALT meetings to discuss classroom proficiency Department, Team, Interdisciplinary Team Meetings	6/5/2015 weekly
G1.B1.S1.MA1	Monitoring the effectiveness of the goal will be in teacher observations, data chats and assessments.	McGuire, Joel	9/1/2014	Classroom visits, student data, teacher, state and district made assessments. Sign in sheets and agenda	5/29/2015 biweekly
G1.B1.S1.MA1	Grade level proficiency and the coverage of the standards will increase in all content areas	McGuire, Joel	8/29/2014	Early Warning data gathered biweekly, teacher data chats, administrative data chats, summative assessments, state and district tests. Evidence will be gathered through sign in sheets,, agenda and TDA's.	6/5/2015 weekly
G1.B1.S1.MA2	Grade level proficiency will increase in all content areas	McGuire, Joel	8/29/2014	Early Warning data gathered biweekly, teacher data chats, administrative data chats, summative assessments, state and district tests. Evidence will be gathered through sign in sheets,, agenda and TDA's.	6/5/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If Union Academy has standards-based instruction in every classroom with high levels of student engagement then the percentage of proficiency will rise.

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

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

PD Opportunity 1

Teachers will use current information and district/state information to provide grade level instruction throughout the school.

Facilitator

IB coordinator/Administration of Union Academy

Participants

Content areas by discipline

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Technical Assistance Items

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

Budget

Budget Data			
1	G1.B1.S1.A1	Teachers will use current information and district/state information to provide grade level instruction throughout the school.	\$0.00
2	G1.B1.S1.A2	Provide substitutes for teachers to collaborate and work with instructional support persons from the school and the district. Provide professional development for teachers and administrators regarding the new standards and addressing the shifts.	\$0.00
			Total: \$0.00