

## SCHOOL IMPROVEMENT PLAN

**District:** Polk  
**Principal Name:** Dr. Steve Petrie  
**SAC Chair:** June Ullman  
**Superintendent:** Dr. Gail McKinzie  
**Date of School Board Approval:** 11/18/08

### School at a Glance - 2008

**AYP:** Yes  X  No \_\_\_\_\_ Percentage  100%   
**School Grade:**  A

"The mission of Polk County Public Schools is to ensure rigorous, relevant learning experiences that result in high achievement for our students."

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**AYP  
THREE-YEAR TREND**

**READING at Proficiency Level (AL 3.0 and above)**

<b>Subgroup</b>	<b>2006</b>	<b>2007</b>	<b>Change 06 to 07</b>	<b>2008</b>	<b>Change 07 to 08</b>
Total	85	85	0	90	5
White	87	87	0	92	5
Black	77	79	2	85	6
Hispanic					
Asian					
Am. Indian					
Econ. Disadv.	82	85	3	89	4
ELL					
SWD					

**MATH at Proficiency Level (AL 3.0 and above)**

<b>Subgroup</b>	<b>2006</b>	<b>2007</b>	<b>Change 06 to 07</b>	<b>2008</b>	<b>Change 07 to 08</b>
Total	88	85	-3	89	4
White	91	87	-4	92	5
Black	77	77	0	82	5
Hispanic					
Asian					
Am. Indian					
Econ. Disadv.	81	81	0	88	7
ELL					
SWD					

**WRITING (Essay score of 3.0 and higher)**

<b>Subgroup</b>	<b>2006</b>	<b>2007</b>	<b>Change 06 to 07</b>	<b>2008</b>	<b>Change 07 to 08</b>
Total	100	100	0	95+	
White	100	100	0		
Black	100	100	0		
Hispanic					
Asian					
Am. Indian					
Econ. Disadv.	100				
ELL					
SWD					

Note: In order to maintain the anonymity and privacy of students, proficiency data is not displayed for values <=5% and >=95%

**SCHOOL GRADES  
THREE-YEAR TREND**

**READING**

	2006	2007	Change 06 to 07	2008	Change 07 to 08
% Meeting High Standards (AL3 and above)	86	85	-1	90	5
% Making Learning Gains*	70	64	-6	78	14
Learning Gains of Lowest 25%*	84	74	-10	74	0

**MATH**

	2006	2007	Change 06 to 07	2008	Change 07 to 08
% Meeting High Standards (AL3 and above)	89	85	-4	90	5
% Making Learning Gains*	78	79	1	82	3
Learning Gains of Lowest 25%*		78		82	4

**WRITING (Essay score of 3.5 and higher)**

	2006	2007	Change 06 to 07	2008	Change 07 to 08
% Meeting High Standards	100	99	-1	97	-2

**SCIENCE**

	2006	2007	Change 06 to 07	2008	Change 07 to 08
% Meeting High Standards (AL3 and above)		80		73	-7

**\* Ways to Make Learning Gains:**

**Improve a level** - when students improve their FCAT achievement level from one year to the next.

**Maintain a level** - when students maintain their achievement levels within 3, 4 or 5 from one year to the next.

**One year's growth for AL 1 and 2** - when students demonstrate more than one year's growth within Levels 1 or 2, as measured by an increase in their FCAT developmental scores from one year to the next.

**Secondary School Redesign Schools Primarily Grades 6 through 12**

**Describe your school's plan for addressing the ten guiding principles of Secondary School Redesign**

1. Different Innovative Approaches to Instruction
2. Responsibility of Teaching Reading for Every Teacher
3. Quality Professional Development for Teachers and Leaders
4. Small Learning Communities
5. Intensive Intervention in Reading and Mathematics
6. Parental Access and Support
7. Applied and Integrated Courses
8. Course Choice Based on Student Goals/Interests/Talent
9. Master Schedules Based on Student Needs
10. Academic and Career Planning

Evidence of:

Responsibility of Teaching Reading for Every Teacher can be found in the SIP under the Reading Goal, Strategies 1, 2, and 3.

Quality Professional Development for Teachers and Leaders can be found in the SIP under each goal and is entitled Professional Development Aligned with this Objective.

Intensive Intervention in Reading and Math can be found in the SIP under the Reading Goal, Strategy 6, and the Math Goal, Strategy 1.

Different Innovative Approaches to Instruction include Enterprise Village, Finance Park, and our Mentor-Apprentice Program. These are examples of curriculum units in our Research courses. For several months, sixth grade students are involved in an extensive economic education unit of study. The culmination of the economic study is a visit to

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Enterprise Village. Each student assumes the role of a producer in one of the mini-businesses and receives an income. The student also assumes the role of consumer as they spend earned income in various businesses. The Finance Park unit of study is designed to give seventh grade students a better understanding of the budget process and a chance to practice the many aspects of budget planning. The culmination of this unit of study is a visit to Finance Park, where students put their knowledge in action in a simulated real world setting. In eighth grade, students complete a career inventory, participate in two on-the-job field experiences, and develop a Mentor-Apprentice portfolio.

Small learning communities enable our teachers to personalize instruction to better address student learning strengths and weaknesses. Since magnet school enrollment for this school is 396, each grade level serves no more than 132 students. There is one academic team at each grade level and an elective team. The school is able to mobilize staff efforts to meet the needs of students in these small learning communities. In academics and electives, class size is about 22. Gifted, Learning Strategies, Intensive Reading, and Intensive Math classes are smaller to address individual learning needs.

Course Choice Based on Student Goals/Interests/Talent is evidenced by choices of electives, which address the wide range of talents that our students possess. Physical Education enhances the health, fitness, and athletic ability of the students. There are Fine Arts courses (Band, Chorus, and Art) and Practical Arts courses (Business Education and Television Production). There is Spanish offered for high school credit in eighth grade. Each student has the opportunity to work in areas that enhance their talents and interests.

Master Schedules Based on Student Needs is evidenced by the wide choices of elective offerings. Classes are offered for gifted students to address their specific intellectual talents. There are also Intensive Reading, Intensive Math, and Learning Strategies classes offered for students who are struggling with their academic experience.

Parent Access and Support includes the following:

1. Pinnacle Internet Viewer enables parents to monitor their child's academic progress on a regular basis. The Network Administrator provides Parent Internet Viewer tutorials for parents so that they can use it as a tool to monitor their child's academic progress on a timely basis.
2. The school provides the Student Handbook and Student Planner to all students as a method to communicate with parents.
3. Academic teams issue weekly progress reports to all students as a method to communicate with parents. The weekly progress report is sent home, signed by parent/guardian, and returned.
4. Academic teams schedule conferences with all new parents during the first nine weeks of school and other parents as needed.
5. Teams send a letter home when they initiate a comprehensive learning project.
6. Teams send a letter home when they initiate FCAT Explorer.
7. All teachers have email where they can post and receive messages.
8. Student report cards are sent home each nine-weeks. A newsletter is sent home with each report card.
9. Our web site provides useful information to parents: <http://www.polk-fl.net/ua>

There is evidence of Applied and Integrated Courses through hands-on applications and lab experiences in various academic and elective courses. Interdisciplinary units designed by teachers help students see the relationship between learning in classes and relevance to their futures. The interdisciplinary curriculum of research classes involves students in application of their learning. Students participate in field experiences related to economic education, budget planning, and career exploration.

Academic and Career Planning is evidenced in Research classes at each grade level, where students learn about various careers. Academic and elective classes provide opportunities for career exploration. This culminates with the Mentoring Program in eighth grade and the four-year academic and career planning process for high school. After students are given a career inventory at the beginning of eighth grade, they participate in two mentor experiences, which includes job-site visits and the development of a mentor portfolio. This comprehensive career curriculum in eighth grade enables students to make more thoughtful selections for their high school majors. Every eighth grade student develops a four-year plan using ePep with the assistance of our Guidance Counselor.

## SCHOOL IMPROVEMENT PLAN

### Reading

#### Needs Assessment:

Based on a staff and SAC review of disaggregated 2008 FCAT SSS data, 90% of the students achieved at or above grade level in Reading Comprehension, 78% of the students made a year's progress in Reading, and 74% of struggling students made a year's progress in Reading. The school met AYP in Reading. In eighth grade, 87% met high standards, which represented a 4% increase. There was a 28% growth in learning gains at eighth grade. The needs assessment also included a review of the following data: FCAT NRT, Kaplan, STAR, Read 180 SRI, and Achieve 3000.

#### Objective:

1. By Spring of 2009, 90% of all students will be at Achievement Level 3 or above in Reading as evidenced by the FCAT School Grade Report.
2. By Spring of 2009, all subgroups will meet AYP in Reading as evidenced by the AYP Report.
3. By Spring of 2009, 80% of all students at each grade level will make Reading learning gains as evidenced by the FCAT School Grade Report.

#### Strategies:

Apply to all students:

Strategy 1. Implement reading strategies and critical thinking strategies, including shared reading, Farr strategies, Thinking Maps, and CRISS in all content areas to improve reading comprehension. Persons Responsible: Administration, all teachers. Resources: Textbook Budget, Flexibility Funds and Operational Budget for teaching materials and classroom libraries. Timeline: August, 2008-June, 2009. The Principal will be responsible for the progress monitoring described in the evaluation section.

Strategy 2. Implement effective vocabulary instruction in all content areas. Persons Responsible: Administration, all teachers. Resources: Textbook Budget, Flexibility and Operational Budget for teaching materials, classroom libraries, and word wall materials. Timeline: August, 2008-June, 2009. The Principal will be responsible for the progress monitoring described in the evaluation section.

Strategy 3. Promote participation in reading books through the school-wide Accelerated Reader Program. Persons Responsible: Media Specialist, all teachers. Resources: Media Specialist, Operational Budget for library books, and Book Fair. Timeline: August, 2008-June, 2009. The Media Specialist and Reading teachers are responsible for the STAR/AR progress monitoring.

Strategy 4. Align rigorous instruction and learning activities to grade level standards and assessment by utilizing/adapting curriculum maps and administering Kaplan assessments. Persons Responsible: All reading teachers. Resources: District developed curriculum maps. Timeline: August, 2008-June, 2009. The Principal is responsible for progress monitoring of curriculum alignment for reading courses.

Relate to differentiated instruction:

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Strategy 5. Train students in the use of FCAT Explorer and Achieve 3000. Persons Responsible: Network Administrator, Media Specialist, and Reading Teachers. Resources: FCAT Explorer, Achieve 3000, Network Administrator. Timeline: October, 2008-March, 2009. The Principal and Network Administrator are responsible for progress monitoring of FCAT Explorer implementation.

Provide immediate interventions for students you have identified as struggling:

Strategy 6. All Level 1 and 2 students receive supplemental reading instructional time and computer-assisted instruction in Read 180. Persons Responsible: Principal and Read 180 Teacher. Resources: Read 180 Teacher, Read 180 software, and Scholastic resources. Timeline: August, 2008-June, 2009. The Principal, Reading Coach, and Read 180 Teacher are responsible for progress monitoring of implementation and student progress in the program.

Strategy 7. All Level 1 sixth grade students will work through Fast ForWord computer-assisted instruction. Persons Responsible: Intensive Reading Teacher. Resources: Fast ForWord, Intensive Reading Teacher. Timeline: September, 2008-June, 2009. The Principal, Network Administrator, and Intensive Reading Teacher are responsible for progress monitoring of Fast ForWord implementation.

Explain how you will schedule and conduct formalized inter- and intra-school meetings and discussions:

Strategy 8. Inter-school and intra-school discussions will be conducted during scheduled content meetings, team meetings, Literacy Team meetings, and Accreditation Self-Study meetings.

### **Evaluation:**

The Principal and Reading Coach will compile and maintain all evaluation data and include the reading teachers and content area teachers in decision-making based on what evaluative data reveals. Formative data will include Kaplan benchmark testing, Florida Oral Reading Fluency Probes, Read 180 progress monitoring, STAR, and Achieve 3000. The DAR will be administered to all Level 1 and targeted Level 2 students as a reading diagnostic assessment. Summative evaluation data includes FCAT SSS and FCAT NRT. The AYP School Report will also be reviewed. All teachers will be involved in instructional decisions as a result of analyzing this data.

### **Evidence-Based Program:**

1. Continuous Improvement Model - data driven model in which instruction is driven by the results of assessment. Using Kaplan benchmark testing and other diagnostic testing, teachers will teach, assess, and reteach students who do not master skills.
2. Accelerated Reader is a reading assessment program (STAR) that determines students' reading Lexiles, tests students on books they have read, and provides opportunities for a school-wide reading incentive program.
3. Achieve 3000 provides standards-aligned, nonfiction reading assignments differentiated to each student's reading level. Students' Lexile levels are assessed several times during the year.
4. Scholastic Read 180
5. FCAT Explorer
6. CRIS
7. Thinking Maps
8. Strategic Reading in Content Area
9. Fast ForWord

### **Professional Development Aligned with this Objective:**

The professional development intervention will focus on Reading in the Content Areas. The Reading Coach and the administration will provide professional development in reading comprehension strategies, critical thinking strategies, and effective vocabulary instruction. Professional development will include curriculum alignment and mapping activities. Professional development will also include the use of FCAT, Kaplan, STAR, Read 180, and other data to make decisions about instruction and interventions for students who are not mastering the skills.

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The professional development content was selected based on our students' learning needs related to fluency, vocabulary and comprehension and our teachers' needs for effective strategies to help improve students' reading comprehension. The rationale for including this professional development initiative in our is based on school-wide analysis of student achievement, other student performance data analysis, and disaggregated student achievement data by content area and skills. Activities will begin in August of 2008 during pre-planning and continue on an on-going basis through the school year on designed Staff Development Days, during faculty meetings and monthly during the workday. We will apply the following delivery mechanisms: department meetings and grade level planning. Professional development activity instructional methods applied will include lectorettes, embedded on-going teaching and individual/team problem solving, skill practice with feedback and small group activities.

### **Monitoring Integrity of Implementation (Fidelity Checks):**

Members of the School Leadership Team will monitor the integrity of this professional development initiative. Documentation of successful participation by staff in professional development activities related to this content will be tracked using Sign-in Sheets and IPGP processes and completion of related conversations that occur between teachers and school leaders. Specific objectives for the activities will be identified and participants will be assessed in relation to those objectives by observed application. Participant feedback will be analyzed to ensure relevance and coherence of the professional development content and to ensure that applied learning strategies are appropriate to the intended goal. There will be modeling of effective teaching practices as well as practice and feedback. Professional development will be delivered that supports individual and group learning. Participant records of successful completion will be maintained and inservice credit will be reported to HRD in accordance with district and state requirements.

### **Supporting Implementation through Follow-Up and Resources:**

Successful acquisition of the professional development content and implementation of the related knowledge, skills and mental models will be documented using lesson plans, samples of student work, observation and conferencing. In addition, the professional development facilitator or other support staff will provide support and assistance through coaching and mentoring to the participants to ensure appropriate application of the knowledge and skill in the classroom. The participants and school administrators will conduct an evaluation as a part of IPGP processes that documents the professional development was implemented as planned and the faculty member applied the newly learned knowledge and skills in the classroom.

### **Evaluating the Impact on Student Achievement:**

Evaluations of the effect of this professional development intervention on student achievement will be demonstrated through an analysis of FCAT data, Kaplan benchmark assessments, STAR and Achieve 3000 data, and fluency probe rates. Possible resources might include travel for training, fees for professional development, professional development books, and substitute teacher costs.

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**Budget:**

Evidence-Based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Accelerated Reader	Internal Account	\$877.87

Technology		
Description of Resources	Funding Source	Available Amount
Achieve 3000	Matching Grant	\$3,900

Professional Development		
Description of Resources	Funding Source	Available Amount
Substitutes	Lottery	\$200

Other		
Description of Resources	Funding Source	Available Amount
Library Books	Operating	\$1,600
Teaching Supplies & Materials	Operating & Flexibility	\$500

**Non-Highly Qualified Instructors**

**List instructors, paraprofessionals, and/or teachers who are teaching out-of-field who are NOT highly qualified. Describe the support and professional development being planned and provided for these professionals.**

The district and state are providing Reading Endorsement classes for all of our teachers who are not highly qualified in Reading. Two reading teachers have completed Reading Endorsement.

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The district has provided a .25 part-time itinerant Reading Coach to support the professional development of reading teachers. The school is providing on-going inservice opportunities that would focus on strategies to improve students' fluency rates, develop vocabulary, and increase reading comprehension.

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### Math

#### Needs Assessment:

The staff and SAC analyzed disaggregated 2007-08 FCAT SSS and NRT data. 90% of the students met high standards in math and 82% made learning gains. The school met AYP in math.

An analysis of 2007 data revealed that our most important need was to improve sixth grade FCAT SSS Math proficiency levels and learning gains. For 2008, there was an 11% increase in proficiency levels and 15% increase in learning gains at sixth grade.

#### Objective:

1. By Spring of 2009, 90% of all students will be at FCAT Achievement Level 3 or above in Math as evidenced by the School Grade Report.
2. By Spring of 2009, all subgroups will meet AYP as evidenced by the AYP Report.
3. By Spring of 2009, 80% of all students at each grade level will make FCAT Math Learning Gains as evidenced by the School Grade Report.

#### Strategies:

Apply to all students:

Strategy 1. Use diagnostic and prescriptive tools and progress monitoring techniques and programs to assess all students' progress toward mastery of the SSS Grade Level Expectations for Math. Persons Responsible: Math Teachers, Timeline: August of 2008- May of 2009. Resources: Operational Budget, Textbook Budget, Technology Budget and Kaplan benchmark testing provided by the district. The math teachers are responsible for progress monitoring of implementation.

Strategy 2. Align rigorous instruction and learning activities to grade level standards to insure all students' mastery of the Math SSS Grade Level Expectations. Resources: Textbook Budget, District Math Curriculum, Sunshine State Standards and Benchmarks, Prentice Hall Mathematics Program, DOE Materials, FCAT Explorer, Kaplan. Persons Responsible: Administration and Math Teachers. Timeline: August of 2008 to May of 2009. The Math Department Chairperson is responsible for progress monitoring of implementation.

Strategy 3. Train students in the use of FCAT Explorer. Persons Responsible: Network Administrator, Media Specialist, and Math Teachers. Timeline: September, 2008-May, 2009. The math teachers and Network Administrator are responsible for progress monitoring of FCAT Explorer implementation.

Relate to differentiated instruction:

Strategy 4. Differentiate instruction in Intensive Math by providing instruction to address individual weaknesses.

Provide immediate interventions for students you have identified as struggling:

Strategy 5. Develop an acceleration/remediation plan for below level students to be implemented in intensive math classes. The plan will include an evaluation of the effectiveness of taking instructional time to provide computer-

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assisted instruction as guided practice after direct instruction for targeted students. Persons Responsible: Administration and Math Teachers. Resources: Teachers, Benchmarking to Exemplary Practice (Max Thompson) and evaluations of Compass Odyssey CAI software. Timeline: Plan during August-September of 2008 and implement for the rest of the year. The School Leadership Team of the Directed Implementation Project is responsible for progress monitoring of implementation.

Explain how you will schedule and conduct formalized inter- and intra-school meetings and discussions:

Strategy 6. Inter-school and intra-school discussions will be conducted during scheduled content meetings, team meetings, and Accreditation Self-Study meetings. Math teachers meet monthly for vertical planning to discuss content instruction and student needs at the three grade levels. Persons Responsible: Math Teachers: Timeline: August, 2008-May, 2009. The Math Chairperson is responsible for progress monitoring of this strategy.

### **Evaluation:**

The administration and math teachers will compile and maintain Kaplan benchmark testing, as well as summative FCAT SSS and NRT results. The math teachers will be involved in instructional decisions as a result of analyzing this data. The AYP School Report will also be reviewed.

### **Evidence-Based Program:**

1. Continuous Improvement Model – Data model in which instruction is driven by the results of assessment. Using Kaplan benchmark testing and other diagnostic testing, there is a teaching, assessing, and reteaching for students who do not master skills and standards.
2. Prentice Hall Mathematics Program is researched-based. Each unit has been field tested, evaluated, and revised over a multi-year period.
3. Kaplan Benchmark Testing
4. Strategies for Acceleration/Remediation and Benchmarking to Exemplary Practice—Max Thompson
5. FCAT Explorer
6. Thinking Maps

### **Professional Development Aligned with this Objective:**

The professional development intervention will focus on analyzing disaggregated data, curriculum mapping and benchmark assessments. The professional development content was selected based on our teachers' needs for data analysis, curriculum mapping, benchmark assessment, and effective instructional strategies. The rationale for including this professional development initiative in our is based on school-wide analysis of student achievement, other student performance data analysis, disaggregated student achievement data by content area and skills. Activities will begin in August of 2007 during pre-planning and continue on designed Staff Development Days and monthly math department meetings during the day. We will apply the following delivery mechanisms: department meetings and grade level planning. Professional development activity instructional methods applied will include lectures, individual/team problem solving, and small group activities.

### **Evaluating the Quality of the Training as Reported by Participants:**

Participants will provide feedback and evaluate the quality of the professional development activities by completing the Facilitative Leadership Feedback Process (Pluses/Deltas) at the completion of the program activities. In addition, the principal and assistant principal will gather perceptions as to the quality and relevance of professional development during planning, interim, and summary review conversations concerning the IPGP.

### **Monitoring Integrity of Implementation (Fidelity Checks):**

Members of the School Leadership Team will monitor the integrity of this professional development initiative. Documentation of successful participation by staff in professional development activities

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related to this content will be tracked using district HRD Sign-in Sheets, IPGP processes, and completion of related conversations that occur between teachers and school leaders. Specific objectives for the activities will be identified and participants will be assessed in relation to those objectives by observed application. Participant feedback will be analyzed to ensure relevance and coherence of the professional development content and to ensure that applied learning strategies are appropriate to the intended goal. There will be modeling of effective teaching practices as well as practice and feedback. Professional development will be delivered that supports individual and group learning. Participant records of successful completion will be maintained and inservice credit will be reported to HRD in accordance with district and state requirements.

### **Supporting Implementation through Follow-Up and Resources:**

Successful acquisition of the professional development content and implementation of the related knowledge, skills and mental models will be documented using lesson plans, samples of student work, observation and conferencing. In addition, the professional development facilitator or other support staff will provide support and assistance through coaching and mentoring to the participants to ensure appropriate application of the knowledge and skill in the classroom. The participants and school administrators will conduct an evaluation as a part of IPGP processes that documents the professional development was implemented as planned and the faculty member applied the newly learned knowledge and skills in the classroom.

### **Evaluating the Impact on Student Achievement:**

Evaluations of the effect of this professional development intervention on student achievement will be demonstrated through an analysis of Kaplan Benchmark testing, teacher-constructed assessments, and FCAT SSS/NRT results. Possible resources might include travel for training, fees for professional development, professional development books, and substitute teacher costs.

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**Budget:**

Evidence-Based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount

Technology		
Description of Resources	Funding Source	Available Amount

Professional Development		
Description of Resources	Funding Source	Available Amount
Hands-On Equations	Lottery	\$400
Substitutes	Lottery	\$200

Other		
Description of Resources	Funding Source	Available Amount
Teaching Materials & Supplies	Flexibility & Operating	\$500

**Non-Highly Qualified Instructors**

List instructors, paraprofessionals, and/or teachers who are teaching out-of-field who are NOT highly qualified. Describe the support and professional development being planned and provided for these professionals.

All Union Academy instructors in mathematics are certified and highly qualified.

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### Writing

#### Needs Assessment:

Our staff and SAC reviewed FCAT Writing +. English teachers reviewed district prompt results and student portfolios. On the 2008 FCAT Writing + Prompt, 97% of the students met state standards of a 3.5 or above and 95% achieved a 4.0 or above. The school met AYP in Writing.

#### Objective:

By Spring, of 2009, 100% of the 8<sup>th</sup> grade students will achieve an Essay score of 3.5 or higher in FCAT Writing and the school will meet AYP in Writing as evidenced by the School Grade and AYP Reports.

#### Strategies:

Apply to all students:

Strategy 1. Language arts teachers will provide ongoing process writing instruction, daily oral language, modeling effective writing strategies, and offering students a variety of writing opportunities, including creative writing and poetry writing. Persons Responsible: Language Arts Teachers. Timeline: August of 2008 to May of 2009. Resources: Operational Budget, Textbook Budget, Flexibility Budget for teaching materials. The Language Arts chairperson will be responsible for progress monitoring this implementation.

Relate to differentiated instruction:

Strategy 2. Language arts teachers will provide feedback to improve students' writing and such writing samples will be maintained in student writing portfolios. Persons Responsible: Language Arts Teachers. Timeline: August of 2008 to May of 2009. Resources: Operational Budget for teaching supplies. The administration will be responsible for progress monitoring this implementation.

Strategy 3. Students will work on 2 written responses weekly to "thought questions" in response to reading passages. Persons Responsible: The eighth grade Language Arts teacher. Resources: Achieve 3000. The eighth grade Language Arts teacher will be responsible for progress monitoring of the implementation.

Provide immediate interventions for students you have identified as struggling:

Strategy 4. Writing workshops will be scheduled during and after school hours to help students enhance their writing skills. Person Responsible: Principal. Timeline: January – February of 2009. Resources: Lottery Budget and Extended Learning, Operational Budget for teaching materials and supplies. The Principal will be responsible for progress monitoring of implementation.

Explain how you will schedule and conduct formalized inter- and intra-school meetings and discussions:

Strategy 5. Inter-school and intra-school discussions will be conducted during scheduled content meetings, team meetings, Literacy Team meetings, and Accreditation Self-Study meetings.

**Evaluation:**

The Language Arts teachers will compile pre-test and post-test writing results and establish students' writing portfolios. The administration and teachers will review 2009 FCAT Writing + results. Teachers will be involved in analyzing this data to make instructional decisions.

**Evidence-Based Program:**

1. Pinellas County FCAT Writes! Model
2. Thinking Maps
3. Six Traits of Writing

**Professional Development Aligned with this Objective:**

The professional development intervention will focus on Writing in Content Areas. The professional development content was selected based on our students' learning needs related to writing proficiency, as well as short and extended response writing and our teachers' needs for effective strategies to help improve students' writing. The rationale for including this professional development initiative in our is based on school-wide analysis of prompt writing data provided to our district, other student performance data analysis and Florida Writing + results. Activities will begin in August, 2008 during pre-planning and continue on designed Staff Development Days, during faculty meetings and at monthly Language Arts department meetings during the work day. We will apply the following delivery mechanisms: department meetings and grade level planning. Professional development activity instructional methods applied will include individual/team problem solving and small group activities.

**Evaluating the Quality of the Training as Reported by Participants:**

Participants will provide feedback and evaluate the quality of the professional development activities by completing the Facilitative Leadership Feedback Process (Pluses/Deltas) at the completion of the program activities. In addition, the principal and assistant principal will gather perceptions as to the quality and relevance of professional development during planning, interim, and summary review conversations concerning the IPGP.

**Monitoring Integrity of Implementation (Fidelity Checks):**

Members of the School Leadership Team will monitor the integrity of this professional development initiative. Documentation of successful participation by staff in professional development activities related to this content will be tracked using district HRD Sign-in Sheets and IPGP processes and completion of related conversations that occur between teachers and school leaders. Specific objectives for the activities will be identified and participants will be assessed in relation to those objectives by observed application. Participant feedback will be analyzed to ensure relevance and coherence of the professional development content and to ensure that applied learning strategies are appropriate to the intended goal. There will be modeling of effective teaching practices as well as practice and feedback. Professional development will be delivered that supports individual and group learning. Participant records of successful completion will be maintained and inservice credit will be reported to HRD in accordance with district and state requirements.

**Supporting Implementation through Follow-Up and Resources:**

Successful acquisition of the professional development content and implementation of the related knowledge, skills and mental models will be documented using lesson plans, samples of student work, observation and conferencing. In addition, the professional development facilitator or other support staff will provide support and assistance through coaching and mentoring to the participants to ensure appropriate application of the knowledge and skill in the classroom. The participants and school administrators will conduct an evaluation as a part of IPGP processes that

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documents the professional development was implemented as planned and the faculty member applied the newly learned knowledge and skills in the classroom.

### **Evaluating the Impact on Student Achievement:**

Evaluations of the effect of this professional development intervention on student achievement will be demonstrated through an analysis of Student Portfolios, Individual Student Work Samples, Teacher-Constructed Assessments, District Writing Prompt progress monitoring data and FCAT Writes results.

Possible resources might include travel for training, fees for professional development, professional development books, and substitute teacher costs.

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**Budget:**

Evidence-Based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Small Group Instruction	Extended Learning & Lottery	\$2,200

Technology		
Description of Resources	Funding Source	Available Amount

Professional Development		
Description of Resources	Funding Source	Available Amount
Substitutes	Lottery	\$200

Other		
Description of Resources	Funding Source	Available Amount
Teaching Materials & Supplies	Operating & Flexibility	\$500

## SCHOOL IMPROVEMENT PLAN

### Science

#### **Needs Assessment:**

Science teachers used results from teacher-made assessments and Kaplan benchmark assessments to determine the needs of their students. The staff and SAC analyzed 2008 FCAT SSS data. 73% of the students achieved at or above Level 3 on the FCAT SSS in Science.

#### **Objective:**

By Spring of 2009, 85% of 8th grade students will be at Achievement Level 3 or above in Science as evidenced by the School Grade Report.

#### **Strategies:**

Apply to all students:

Strategy 1. A scientifically researched-based, state-adopted textbook, with ancillary materials and resources aligned to the state standards will be used in each grade level. Persons Responsible: Science and Research Teachers.

Timeline: August, 2008 - May, 2009. Resources: Glenco Science, Prentice Hall Nature of Science and Technology. The Science Department Chairperson is responsible for progress monitoring the implementation.

Strategy 2. Science teachers will use Daily Science or FCAT sample practice items as bell work at the beginning of each class period. Persons Responsible: Science Teachers. Timeline: August, 2008 - May, 2009. Resources: Daily Science. The Science Department Chairperson is responsible for progress monitoring the implementation.

Strategy 3. All students will complete Science Fair projects. Persons Responsible: Science Teachers. Timeline: August, 2008 - December, 2009. Resources: Eisenhower High Cost Materials. The Science Department Chairperson is responsible for progress monitoring the implementation.

Strategy 4. All Science teachers will teach scientific process and scientific thinking skills. Persons Responsible: Science Teachers. Timeline: August, 2008 - February, 2009. Resources: Grade Level Curriculum Maps, Timeline, and Essential Questions, Prentice Hall Nature of Science, Glenco Science Series. The Science Department Chairperson is responsible for progress monitoring the implementation.

Strategy 5. The Science Department will utilize and adapt curriculum maps at each grade level. Persons responsible: Science Teachers. Timeline: August, 2008 – May, 2009. Resources: District Curriculum Mapping. The Science Department Chairperson is responsible for progress monitoring the implementation.

Strategy 6. The Science Department will utilize a monitoring system for teaching of the Sunshine State Standards. Persons Responsible: Science Teachers. Timeline: August, 2008 – May, 2009. Resources: District Curriculum Maps (Student Learning Maps), Glenco Science Program, Prentice Hall Nature of Science and Technology. The Science Department Chairperson is responsible for progress monitoring the implementation.

Relate to differentiated instruction:

Strategy 7. Identified students are provided opportunities for earth and life science video reviews, as well as reading science-related Accelerated Reader books.

## UNION ACADEMY 2008 - 2009

Provide immediate interventions for students you have identified as struggling:

Strategy 8. Identified struggling students are provided tutorial opportunities with their teachers before and/or after school.

Explain how you will schedule and conduct formalized inter- and intra-school meetings and discussions:

Strategy 9. Inter-school and intra-school discussions will be conducted during scheduled content meetings, team meetings, Literacy Team meetings, and Accreditation Self-Study meetings. Science teachers meet monthly for vertical planning to discuss content instruction and student needs at the three grade levels. Persons Responsible: Science Teachers: Timeline: August, 2008-May, 2009. The Science Department Chairperson is responsible for progress monitoring of this strategy.

### **Evaluation:**

All science and research teachers will be involved in instructional decisions as a result of Kaplan Benchmark Assessments in eighth grade, teacher-made midterm and end-of-year assessments, and 2009 FCAT Science results. Teachers will also review student progress based on teacher-made tests.

### **Evidence-Based Program:**

1. Glenco Science
2. CRISS
3. Kagan Cooperative Learning and Multiple Intelligences
4. Reading Strategies and Think-Alongs
5. Kaplan Achievement Planner and Assessments
6. Thinking Maps
7. Vocabulary Development

### **Professional Development Aligned with this Objective:**

The professional development intervention will focus on Curriculum Mapping, Learning Focused Science Training, Benchmark Assessments, and effective strategies to teach scientific thinking skills. The professional development content was selected based on our students' learning needs related to scientific thinking and our teachers' needs for effective strategies to help improve students' scientific thinking. The rationale for including this professional development initiative in our is based on eighth grade student performance data and grade level science departmental alignment analysis. Activities will begin in August, 2008 and continue on designed Staff Development Days and monthly department meetings during the work day. We will apply the following delivery mechanisms: department meetings and grade level planning. Professional development activity instructional methods applied will include embedded on-going teaching, individual/team problem solving, and small group activities.

### **Evaluating the Quality of the Training as Reported by Participants:**

Participants will provide feedback and evaluate the quality of the professional development activities by completing the Facilitative Leadership Feedback Process (Pluses/Deltas) at the completion of the program activities. In addition, the principal and assistant principal will gather perceptions as to the quality and relevance of professional development during planning, interim, and summary review conversations concerning the IPGP.

### **Monitoring Integrity of Implementation (Fidelity Checks):**

Members of the School Leadership Team will monitor the integrity of this professional development initiative. Documentation of successful participation by staff in professional development activities related to this content will be tracked using district HRD Sign-in Sheets, IPGP processes, and completion of related conversations that occur between teachers and school leaders. Specific objectives for the activities will be identified and participants will be assessed in relation to those objectives by observed application. Participant feedback will be analyzed to ensure

relevance and coherence of the professional development content and to ensure that applied learning strategies are appropriate to the intended goal. There will be modeling of effective teaching practices as well as practice and feedback. Professional development will be delivered that supports individual and group learning. Participant records of successful completion will be maintained and inservice credit will be reported to HRD in accordance with district and state requirements.

**Supporting Implementation through Follow-Up and Resources:**

Successful acquisition of the professional development content and implementation of the related knowledge, skills and mental models will be documented using lesson plans, samples of student work, observation and conferencing. In addition, the professional development facilitator or other support staff will provide support and assistance through coaching and mentoring to the participants to ensure appropriate application of the knowledge and skill in the classroom. The participants and school administrators will conduct an evaluation as a part of IPGP processes that documents the professional development was implemented as planned and the faculty member applied the newly learned knowledge and skills in the classroom.

**Evaluating the Impact on Student Achievement:**

Evaluations of the effect of this professional development intervention on student achievement will be demonstrated through an analysis of FCAT Data, Kaplan Benchmark Assessments, Science Fair Projects, and Teacher-Constructed Assessments. Possible resources might include travel for training, fees for professional development, professional development books, and substitute teacher costs

**UNION ACADEMY 2008 - 2009**

**Budget:**

Evidence-Based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount

Technology		
Description of Resources	Funding Source	Available Amount

Professional Development		
Description of Resources	Funding Source	Available Amount
Substitutes	Lottery	\$200

Other		
Description of Resources	Funding Source	Available Amount
Teaching Materials & Supplies	Operating & Flexibility	\$500

**Non-Highly Qualified Instructors**

List instructors, paraprofessionals, and/or teachers who are teaching out-of-field who are NOT highly qualified. Describe the support and professional development being planned and provided for these professionals.

All Union Academy instructors in Science are certified and highly qualified.

**SCHOOL IMPROVEMENT PLAN  
SAC Members**

**Yes No** The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school?

**Measures Being Taken to Comply with SAC Requirement (complete only if your school is out of compliance).**

<b><u>Member's Name</u></b>	<b><u>POSITION</u></b>	<b><u>Member's Signature</u></b>
Steve Petrie	Principal	_____
Bryant Joyner	Assistant Principal	_____
Janice Lunn	Teacher	_____
Michael McCarty	Teacher	_____
Pam Irving	Support Staff	_____
Charles Luster	Support Staff	_____
Steven DeJesus	Parent	_____
Amelia James	Parent	_____
Melissa Mason-Jones	Parent	_____
Lisa Cullins	Parent	_____
Tom Pierce	Parent	_____
Kelly Thurn	Parent	_____
Heather Hart	Parent	_____
Karen Roach	Parent	_____
Jami Yost	Parent	_____
Pernell Cornelius	Community	_____
Lorenzo McCutchen	Community	_____
Maria Soto	Community	_____
Jimmy Schaille	Community	_____
June Ullman	Community	_____

**School Advisory Council**

The School Advisory Council is responsible for final approval of the School Improvement Plan. After reviewing and analyzing data, The School Advisory Council provides input in the development of the School Improvement Plan, including recommendations related to strategies, budget, and evaluation. The Council also approves the expenditure of Lottery and School Recognition Funds. The Council is the sole body responsible for final decision-making at the school related to the implementation of school improvement.

Our Council is composed of the principal and an appropriately balanced team of members with parents, teachers, students, administrators, support staff, business and community members that mirrors the ethnic, racial, and economic make-up of our school communities. Parents, teachers, and support staff are elected by their respective peer groups. The Principal appoints community members.

**SCHOOL IMPROVEMENT PLAN  
Final Budget**

**Budget:**

Evidence-Based Program(s)/Material(s)	Description of Resources	Funding Source	Available Amount	
	Accelerated Reader	Internal Account	\$877.87	
	Small Group Instruction	Extended Learning & Lottery	\$2,200	

Technology			
Description of Resources	Funding Source	Available Amount	
Achieve 3000	Matching Grant	\$3,900	

Professional Development			
Description of Resources	Funding Source	Available Amount	
Hands-On Equations	Lottery	\$400	
Substitutes	Lottery	\$800	

Other			
Description of Resources	Funding Source	Available Amount	
Teaching Materials & Supplies	Operating & Flexibility	\$2,000	
Library Books	Operating	\$1,600	

## **SCHOOL IMPROVEMENT PLAN Implementation Evaluation**

### **Implementation Evaluation:**

To monitor the implementation of the School Improvement Plan, the leadership team will periodically review formative assessment data: Kaplan, SRI, DOE Fluency Probe data, student writing portfolios and practice writing results provided by language arts teachers.

Any changes to strategies, materials, or professional development will be shared with the School Advisory Council, integrated into the SIP, and shared with stakeholders.

The Principal reports progress toward objectives in the School Improvement Plan with the School Advisory Council at each meeting. The SAC monitors the implementation of all components within the School Improvement Plan.

Each year, the Principal completes the School Improvement Annual Progress Report from Southern Association of Colleges and Schools. The report addresses the following questions:

- What goals have been implemented in your school's improvement plan in the past year?
- What activities or strategies have been implemented to address the goals?
- What has been the effectiveness of the strategies or activities implemented to date?
- What improvements in student learning have been realized in the past year?

According to Southern Association, the implementation of your school's improvement plan is successful if all accreditation standards are met.

At the end of the year, the leadership team will review data related to all objectives using the additional assessment results of FCAT Writes, FCAT SSS and FCAT NRT. The leadership team will know that the implementation of the School Improvement Plan was successful if all the objectives are met and the school achieves AYP.