

### **What is School Improvement?**

A school improvement plan is a road map that sets out the changes a school needs to make to improve the level of student achievement, and shows how and when these changes will be made. School improvement plans are selective: they help principals, teachers, and school boards answer the questions “What will we focus on now?” and “What will we leave until later?” They encourage staff and parents to monitor student achievement levels and other factors, such as the school environment, that are known to influence student success. With up-to-date and reliable information about how well students are performing, schools are better able to respond to the needs of students, teachers, and parents. A school improvement plan is also a mechanism through which the public can hold schools accountable for student success and through which it can measure improvement.

The School Improvement Committee is made up of administrators, teachers, and parents. This team meets monthly and will share information at staff meetings and in the newsletter when appropriate. School Improvement Teams are considered a public body and are subject to open meeting laws. Staff, parents, and community members are always welcome to attend and observe the meetings. The meeting dates and minutes will be placed on the UA website. Please feel free to contact the team if you have any questions.

**School Improvement Committee meetings will be held at 3:45 in the Upper Campus Media Center Teacher Workroom on the following dates in the 2015/2016 school year. Dates for the 2016-2019 school year will be determined and updated here within each school year.**

Tuesday February 23, 2016

Thursday March 24, 2016

Thursday April 21, 2016

Thursday May 19, 2016

**School Improvement Committee Members**

<b>Name</b>	<b>Title</b>	<b>Term</b>
Shannen Bretz	Lower School Principal	2016-2017
Jill Dean	Teacher Assistant	2016
Elizabeth Faulkner	Lower School Art Teacher	2016
Stacy Ferguson	Middle School Art Teacher	2016
Regina Henson	Lower School Exceptional Children Teacher	2016-2017
Emily McGinnis	Director of Educator Effectiveness	2016-2017
Cynthia Mitchell	Lower School Teacher	2016-2017
Beth Rushing	Middle School Teacher	2016-2017
Rachel Tohill	Lower School Curriculum Coordinator	2016-2017
Nadene Tracy	High School Teacher	2016-2017
Susanne Ungerer	Parent Representative	2016-2017
Amy Yermack	Dean of Students	2016-2017
Jim Zorn	HS Principal	2016-2017

Draft approved and signed on February 23, 2016.

### 2016-2019 School Improvement Plan

<b>K-12 School Goal</b> <b>Challenge</b>	<p>Our goal is to challenge students to be academic, independent, lifelong learners and leaders. We will accomplish this goal through intervention, purposeful professional development, differentiated instruction aimed at student growth, and leadership opportunities.</p>
<b>School Board Strategic Goals</b> <b>Challenge</b>	<ul style="list-style-type: none"> <li>● Cultivate self-directed lifelong learners who make bold contributions to society to create a meaningful and positive impact on the world.</li> <li>● Develop students to be compassionate, confident and independent citizens.</li> <li>● Provide experiential, dynamic and challenging learning opportunities that serve to enhance students' core academic foundations.</li> <li>● Create an inclusive and affirming environment to encourage critical thinking skills, creativity and passion for learning.</li> </ul>
<b>K-12 School Action Plan</b> <b>Challenge</b>	<p style="text-align: center;"><b>Intervention (K-4)</b></p> <ul style="list-style-type: none"> <li>● Weekly team meetings to discuss student academic growth and concerns.</li> <li>● Skill assessments, diagnostic reading and math assessments, Stars and Champs, and Leveled Literacy Intervention will be used to assess and monitor student achievement and growth.</li> <li>● Teachers meet monthly to document academic and developmental support strategies (green folder).</li> </ul> <hr/> <p style="text-align: center;"><b>Intervention (5-8)</b></p> <ul style="list-style-type: none"> <li>● Intervention days built in to advisory every two weeks. Students are identified through quarterly Measures of Mastery (M and M's) results and rotate through groups led by teachers and support staff to build mastery of skills.</li> <li>● Before school, after school, and in advisory, teachers will provide intervention and tutoring to support skills according to assessment results, class work, and data notebooks.</li> <li>● Teachers meet monthly to document academic and developmental support strategies (green folder).</li> </ul>

	<ul style="list-style-type: none"> <li>● High school peer tutors are placed in various classes to provide one-on-one or small group academic support to struggling students.</li> <li>● The Leader in Me Program will be put in place in the 2016/2017 school year. The Leader in Me book study, model school visits, and teacher team were established in the 2015/2016 school year.</li> <li>● Student athletes are required to get monthly academic/athletic eligibility sign-off from coaches and the Athletic Director.</li> </ul> <hr/> <p style="text-align: center;"><b>Intervention (9-12)</b></p> <ul style="list-style-type: none"> <li>● Students are identified for academic support and intervention through quarterly measures of mastery (M and M's) results. Before school, after school, and in advisory, teachers and support staff will provide intervention and tutoring to support skills according to assessment results, class work, and data notebooks.</li> <li>● Peer tutors are placed in various classes to provide one-on-one or small group academic support to struggling students.</li> <li>● Student athletes are required to get monthly academic/athletic eligibility sign-off from coaches and the Athletic Director.</li> </ul> <hr/> <p style="text-align: center;"><b>Purposeful Professional Development (K-12)</b></p> <ul style="list-style-type: none"> <li>● Teachers attend monthly planning sessions to collaborate with surrounding grade levels to ensure curriculum alignment and boost academic challenge.</li> <li>● Teachers attend local and national conferences and bring back information to share with colleagues at scheduled UA symposiums.</li> <li>● Support staff will lead professional development sessions based on the vision of principals and needs of teachers at scheduled PD days.</li> <li>● Support staff will survey teachers to establish their professional development needs. Based on the needs assessment, support staff will design work sessions for all teachers, K-12, giving them the opportunity to choose sessions that best fit their needs.</li> <li>● Teachers will lead discussion and develop action plans for UA grading and homework philosophies.</li> </ul> <hr/> <p style="text-align: center;"><b>Differentiated Instruction (K-12)</b></p>
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	<ul style="list-style-type: none"> <li>● Elementary and middle school teachers meet weekly and keep a planning notebook. The team plans will guide individual student learning (differentiation).</li> <li>● Support staff and teachers will lead professional development that focuses on ways to differentiate instruction for all learners.</li> <li>● Teachers will use strategies such as small group instruction, conferencing, student leaders, class meetings, thinking strategies, multiple intelligences, peer tutoring, partnering, whole brain learning, and other strategies that boost challenge and achievement.</li> <li>● Teachers and administrators will determine clear criteria for Advanced and Regular courses, including SOAR in third and fourth grades; Advanced in Middle School; and Advanced Placement and Honors courses in High School. A Placement Identification Evaluation (PIE) will aid in appropriate placement of students in these Middle School courses.</li> </ul> <hr/> <p style="text-align: center;"><b>Leadership Opportunities (K-4)</b></p> <ul style="list-style-type: none"> <li>● LEAD Team</li> <li>● Peer Tutors</li> <li>● Safety Patrol</li> <li>● Service Learning</li> <li>● Recycling</li> </ul> <hr/> <p style="text-align: center;"><b>Leadership Opportunities (5-8)</b></p> <ul style="list-style-type: none"> <li>● Leader in Me (using the 7 Principles of Highly Effective People)</li> <li>● Advisory</li> <li>● Service Learning</li> <li>● Student Council</li> </ul> <hr/> <p style="text-align: center;"><b>Leadership Opportunities (9-12)</b></p> <ul style="list-style-type: none"> <li>● Student Council</li> <li>● Cardinal Time</li> <li>● Service Learning</li> <li>● Prefects</li> <li>● Student Government</li> </ul>
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<p><b>Resources</b> <b>Challenge</b></p>	<ul style="list-style-type: none"> <li>● Curriculum coordinators</li> <li>● PIE (Placement Identification Evaluation)- Criteria for Advanced Courses</li> <li>● Vertical and horizontal planning</li> <li>● Time allotted for planning</li> <li>● Professional development time</li> <li>● Flexibility within the school schedule</li> <li>● Teachers</li> <li>● Administration</li> <li>● Students</li> </ul>
<p><b>Measurable Outcomes</b> <b>Challenge</b></p>	<ul style="list-style-type: none"> <li>● 85% of students show proficiency in End-of-Grade and End-of-Course tests.</li> <li>● Data Notebooks</li> <li>● Teacher Lesson Plans</li> <li>● Professional Development calendar/schedule</li> <li>● Needs Assessment Survey</li> <li>● Teacher/Administrator present to peers in-house, locally, and/or at state or national conferences</li> </ul>
<p><b>K-12 School Goal</b> <b>Character</b></p>	<p>Our goal is to identify, integrate, and model the principles of character and community service as well as develop means of assessing student, parent, and staff demonstration of those principles.</p>
<p><b>School Board Strategic Goals</b> <b>Character</b></p>	<ul style="list-style-type: none"> <li>● Provide a nurturing environment by developing the whole child through immersion within Union Academy’s culture via everyday activities, events, and interpersonal relationships.</li> <li>● Mentor students throughout their academic and professional career.</li> <li>● Allow students to discover their own character and develop integrity throughout their lifetime</li> </ul>
<p><b>K-12 School Action Plan</b> <b>Character</b></p>	<p style="text-align: center;"><b>Character (K-12)</b></p> <p>Provide meaningful leadership opportunities for students and staff:</p> <ul style="list-style-type: none"> <li>● Leadership opportunities such as Leader in Me in the Middle School</li> <li>● Staff members attend Character Conferences.</li> <li>● Teacher representatives, counselor, and parents serve on UA’s Character Committee.</li> </ul>

	<ul style="list-style-type: none"> <li>● Completion of the state and national school of character application (sent in December 2015) We will get results and look at next steps for 2016-2017 school year.</li> <li>● Completion of Promising Practices application (snapshots of character initiatives) February 2016.</li> <li>● Mentors or peer tutors for at risk students</li> <li>● Mentors/buddy teachers for new staff members</li> <li>● UA Way orientation will be established for new staff members to receive training on the history of UA and character education.</li> <li>● New parent orientation on the history of UA and character education.</li> <li>● Character Day</li> <li>● The UA Showcase- teachers, family, and students come together to showcase the clubs, classes, curriculum, extracurriculars, service opportunities, athletics, and other things offered at UA.</li> <li>● Service Learning and Community Service Activities</li> <li>● Character Assemblies (K-4)</li> <li>● Academy Awards (5-8)</li> <li>● Community Service Hours (9-12)</li> <li>● Character stickers (K-4)</li> <li>● Credit Cards (5-8)</li> <li>● HS character nominations (good character referrals)</li> <li>● Character counselor (5-12)</li> <li>● Character blog written by character counselor</li> </ul>
<p><b>Resources</b> <b>Character</b></p>	<ul style="list-style-type: none"> <li>● Leader in Me book study</li> <li>● mentors/buddy teachers</li> <li>● counselors</li> <li>● support staff</li> <li>● Professional Development</li> <li>● conferences</li> <li>● teachers</li> <li>● School Board</li> </ul>
<p><b>Measurable Outcomes</b> <b>Character</b></p>	<ul style="list-style-type: none"> <li>● Decrease in behavior referrals</li> <li>● Increase in character nominations</li> </ul>

	<ul style="list-style-type: none"> <li>● Surveys for graduates</li> <li>● Student presentations of service learning projects</li> <li>● Character.org award (state school of character)</li> <li>● Promising Practices award</li> </ul>
<p><b>School Goal</b> <b>Community</b></p>	<p>Our goal is that all stakeholders are a part of, and give back to, the school, local, and global communities.</p>
<p><b>School Board Strategic Goals</b> <b>Community</b></p>	<ul style="list-style-type: none"> <li>● Create a contagious, positive environment embodied by all staff.</li> <li>● Sustain a culture of responsibility, integrity and accountability where the staff, student and families are motivated to invest in the overall well-being of the school community.</li> <li>● Celebrate our successes and accomplishments to illustrate the contributions of students, faculty, staff and alumni.</li> <li>● Cultivate sustainable relationships with the external community.</li> </ul>
<p><b>K-12 School Action Plan</b> <b>Community</b></p>	<p style="text-align: center;"><b>Community (K-12)</b></p> <ul style="list-style-type: none"> <li>● Boost morale through clear expectations, consistency of communication, follow through, and accountability.</li> <li>● Leadership availability, responsiveness, proactive decision-making.</li> <li>● Leadership should model expectations for staff professionalism and performance.</li> <li>● Support staff will be available and visible to staff and students as much as possible.</li> <li>● Continue to develop the Middle School and High School club options, and create additional clubs/enrichments at the Elementary level.</li> <li>● Use support staff to work directly with students</li> <li>● Student leaders</li> <li>● State of Union Academy speech</li> <li>● TMC (The Morning Cardinal)</li> <li>● Staff recognitions and celebrations</li> <li>● Teacher, Assistant, and Beginning Teacher of the year</li> <li>● Family Reunion Day</li> <li>● UA will organize relationships with community partners at each grade level.</li> <li>● Advisory (5-12) meets regularly to support the whole child.</li> <li>● Lower School Literacy Night and Family Science Night bring together staff, students, parents, and the community</li> </ul>

	<ul style="list-style-type: none"> <li>● Student led conferences in Middle School will allow students to hone communication skills and be empowered to share their academic progress with parents.</li> <li>● Weekly K-12 newsletter sent out by Headmaster and Communications office.</li> <li>● Staff Breakfasts</li> <li>● Hospitality Meals provided by parents.</li> <li>● Boo Bash</li> <li>● Spring Carnival</li> <li>● Updated website with links to teacher webpages.</li> <li>● Blackboard Connect messages</li> <li>● Phone calls from admin and school board to all parents to enhance lines of communication and use parent feedback.</li> <li>● Life Skills Day brings in community leaders</li> <li>● Alumni football game</li> <li>● Administrators serve on community boards</li> <li>● Service hours in High School</li> <li>● Advisory service clubs in Middle School</li> <li>● Service projects at Lower School</li> <li>● UA Showcase</li> <li>● Family service hours</li> <li>● The Morning Cardinal</li> <li>● School newspaper at high school</li> <li>● Red Rocket Report character newsletter at elementary</li> </ul>
<p><b>Resources</b> <b>Community</b></p>	<ul style="list-style-type: none"> <li>● Hospitality Team</li> <li>● Club sponsors</li> <li>● Activity Directors</li> <li>● Teachers, admin, staff, board members, community leaders, alumni</li> <li>● Teacher Advisory Committee</li> <li>● UA On-Boarding Process for new hires</li> <li>● Annual Appeal</li> <li>● Beginning Teacher Program - new teachers will receive orientation, mentorship, and gatherings such as books clubs and breakfasts.</li> <li>● Organization chart with job titles, responsibilities, and teams with names listed.</li> </ul>

	<ul style="list-style-type: none"> <li>● Yearly 360 Review of administration by faculty, staff, and students, and of faculty and staff by students.</li> <li>● Decision-making processes should be clearly defined and documented.</li> </ul>
<p><b>Measurable Outcomes</b> <b>Community</b></p>	<ul style="list-style-type: none"> <li>● 100% of families will volunteer for the school.</li> <li>● Families will perform a minimum of 37500 hours.</li> <li>● Feedback from the community.</li> <li>● Feedback from parent communications.</li> <li>● School Improvement Plan and Checklist</li> <li>● School Improvement Committee meetings and minutes</li> <li>● Staff and student surveys</li> <li>● Organizational Chart</li> <li>● Beginning Teacher retention</li> <li>● Teacher retention</li> <li>● Employee exit interview</li> </ul>