2013-2014 SCHOOL IMPROVEMENT PLAN

Bok Academy
13895 HWY 27
Lake Wales, FL 33859
863-638-1010

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	*[Data Not Available]*

Alternative/ESE Center	Charter School	Minority Rate
No	Yes	*[Data Not Available]*

School Grades History

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Bok Academy

Principal
Damien Moses

School Advisory Council chair
Allison Hunter

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Damien Moses	Principal
Debbie Hunt	Assistant Principal
Allison Hunter	Academic Coordinator
Leanne Thrift	Guidance

District-Level Information

District
Polk

Superintendent
Dr. Kathryn Leroy

Date of school board approval of SIP
Pending

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

TBA in October after Fall Open House

Involvement of the SAC in the development of the SIP

Teachers from the SAC are part of the SIP committee. Once the plan is in draft form, it is presented to all SAC members in advance for review and input. Suggestions are made at the following meeting and then voted for approval.

Activities of the SAC for the upcoming school year

SAC Members will be elected during the open house in October 2013. Edward W. Bok Academy SAC will assist with the preparation and evaluation of the School Improvement Plan, the annual budget plan for SAC, and approving the spending of the state awarded lottery funds. The SIP will be presented to our SAC in September/October. The SAC will meet at least four times during the school year to review the school's progress.

Projected use of school improvement funds, including the amount allocated to each project

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Damien Moses

Principal	Years as Administrator: 12	Years at Current School: 3

Credentials	BS in PE from South Carolina State University; MS in Sports Health Science from Life University; Educational Specialist Degree in Educational Leadership from Nova Southeastern
Performance Record	06-07: School Grade "B" – AYP 92% 07-08: School Grade "A": - AYP 95% 08-09: School Grade "A" – AYP 100% 09-10: School Grade "A" – AYP 90% 10-11: School Grade "A" – AYP 79% 11-12: School Grade "A" 12-13: School Grade "A"

Debbie Hunt

Asst Principal	Years as Administrator: 10	Years at Current School: 3

Credentials	MS degree in Elementary Education from Florida Southern College; Master Degree in Educational Leadership from Nova University
Performance Record	06-07: School Grade "B" – AYP 92% 07-08: School Grade "A": - AYP 95% 08-09: School Grade "A" – AYP 100% 09-10: School Grade "A" – AYP 90% 10-11: School Grade "A" – AYP 79% 11-12: School Grade "A" 12-13: School Grade "A"

Instructional Coaches

# of instructional coaches

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers

36

 # receiving effective rating or higher

36, 100%

 # Highly Qualified Teachers

100%

 # certified in-field

32, 89%

 # ESOL endorsed

12, 33%

 # reading endorsed

7, 19%

 # with advanced degrees

14, 39%

 # National Board Certified

1, 3%

 # first-year teachers

1, 3%

 # with 1-5 years of experience

16, 44%

 # with 6-14 years of experience

17, 47%

 # with 15 or more years of experience

2, 6%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Lake Wales Charter School handles the job posting for all LWCS. In addition, Bok Academy advertises on its website as well. Bok gives teachers responsibility and freedom; that construct is an attractor for many educators. The expectations are very high for Bok employees and improving student achievement is at the forefront of the work. The administration clearly articulates the expectations before a staff member is hired, and he/she is also informed about the benefits of teaching in a charter situation. A small group of teachers founded this school and, that, speaks volumes to excellent educators.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

All teachers new to Bok, despite previous teaching experience, are assigned a Bok Mentor to help with the transition and learning the Bok Way. New Bok teachers also have a Department Dean to go to with content questions in addition to good teaching practices and advice. Mentors also serve in this capacity and beyond helping in any way possible.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.
The MTSS Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:
o Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.
o Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.
o Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
o Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring. Intervention teams also foster a sense of collegiality and

mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal: The Principal provides a common vision for the use of data-based decision–making, models the Problem Solving Process; supervises the development of a strong infrastructure for implementation of MTSS; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support MTSS implementation; develops a culture of expectation with the school staff for the implementation of MTSS schoolwide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based MTSS plans and activities.

Assistant Principal/Educational Operations: Assists Principal in providing a common vision for the use of data-based decision- making, assists in the development of a strong infrastructure of resources for the implementation of MTSS, further assists the principal in the assessment of MTSS skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning MTSS plans and activities.

Selected General Education Teachers: – Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2/3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials/ instruction in tiered interventions; collaborates with general education teachers.

Academic Support Coordinator/Guidance/Assistant Principal: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk," assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.

School Psychologist/MTSS Behavior Representative (PBS): Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical evaluation; assists in facilitation data-based decision making activities; support for intervention fidelity and documentation; assists with professional development for behavior concerns.

Speech Language Pathologist: Educates the team in the role language plays in curriculum assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systematic patterns of student need with respect to language skills.

Technology Specialist: Develops or brokers technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphic display.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship);

facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data is gathered through August and September. FAIR data is processed through the Progress Monitoring and Reporting Network (PMRN). Third through Tenth Grade instructional data is gathered from the previous year's FCAT scores and IDEAS.
Progress Monitoring data is gathered mid-year and toward the end of the year. FAIR data is processed twice more through the PMRN. Progress Monitoring data is collected as needed for classroom or student progress. This information may be obtained by probes, Quick Reads, Fluency checks, etc.
Diagnostic Assessment data is gathered through the FAIR.
End of Year data is gathered through FAIR & FCAT.
Data is discussed and analyzed at least monthly at the MTSS Leadership Team Meetings.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional learning will be provided during sessions throughout the year and further discussed during department meetings. The MTSS Overview will be provided in mid-August/September to staff and during the open house to parents.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Damien Moses	Principal
Debbie Hunt	Assistant Principal
Allison Hunter	Academic Coordinator
Leanne Thrift	Guidance
Lubertha DePrimo	CT/R Dean/Teacher
Jennifer Lambeth	CT/R Dean/Teacher
Chandra Johnson	IR Dean/Teacher
Kari Richards	CT/R and Gifted Teacher
Pam Smith	Ct/R Teacher
Pam Babington	ESE Coordinator
Leanne Thrift	Guidance

How the school-based LLT functions

Ongoing meetings will implement strategies to address the needs identified by our state assessments.

Major initiatives of the LLT

To monitor the student progress and make individual academic and instructional adjustments to address the needs of students in order to achieve AYP.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Bok Academy believes all teachers are reading teachers first and promotes this in all classes. All of our departments work closely with the reading department ensuring reading strategies are being used as they are in the reading classes. We also use our academic coaching class period to teach and hone in on these skills with a variety of reading materials. The reading department also provides trainings during faculty meetings to ensure all teachers are "on the same page" with the way the strategies are being implemented. All faculty knows the reading department has an open door policy with questions and concerns.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

In each subject area, Bok incorporates real-life experiences into our curriculum. For example, we have a floating classroom in which students can see first hand an example of science field work. In addition, we bring high school counselors to explain to the students their options for thier next years in high school. Furthermore, the counselors explain how the courses they are taking now build upto those high school and college level courses. We help the students plan out the next four years of high school making sure they have knowledge of all the graduation requirments for each of the tracks.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

The school incorporates college and career prep into the curriculum for 8th grade American History. The guidance counselor spends a week in each class using tools like CHOICES.org and FLVC.org. We use interest surveys and explore interests, colleges & universities, and create a tentative plan. We make sure that their high school plan reflects their future college plans.

Strategies for improving student readiness for the public postsecondary level

No HS Feedback form form Polk county is available at this time. High achieiving students are offered HS level courses such as Honors Algebra, Honors Geometry, and HS Spanish. We also make sure the students are well informed on the different options for high school.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	71%	73%	Yes	74%
American Indian				
Asian				
Black/African American	62%	44%	No	66%
Hispanic	67%	68%	Yes	70%
White	75%	78%	Yes	78%
English language learners	50%	31%	No	55%
Students with disabilities	40%	33%	No	46%
Economically disadvantaged	64%	66%	Yes	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	174	32%	34%
Students scoring at or above Achievement Level 4	219	40%	40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	362	72%	74%
Students in lowest 25% making learning gains (FCAT 2.0)	88	77%	79%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		82%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		42%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		82%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	94	57%	59%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	79%	Yes	76%
American Indian				
Asian				
Black/African American	62%	56%	No	66%
Hispanic	67%	75%	Yes	70%
White	79%	84%	Yes	81%
English language learners	50%	54%	Yes	55%
Students with disabilities	63%	50%	No	67%
Economically disadvantaged	69%	76%	Yes	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	169	31%	31%
Students scoring at or above Achievement Level 4	261	48%	48%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	412	82%	84%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	67	62%	64%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	62	23%	25%
Middle school performance on high school EOC and industry certifications	62	50%	50%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		10%
Students scoring at or above Achievement Level 4	44	90%	90%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	13	100%	100%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	41	25%	
Students scoring at or above Achievement Level 4	47	28%	

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	9		11
Participation in STEM-related experiences provided for students	546	100%	100%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	1	0%	0%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	11	2%	2%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	11	2%	2%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parents of all students will be invited to multiple school events throughout the year for building relationships between home and school in addition to help parents better understand how to help their children become more successful in and out of school all while feeling welcomed whenever on campus.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Entire student body	344	64%	67%

Goals Summary

G1. Support economically disadvantaged students increasing DSS.

G2. By the end of the school year, students scoring Achievement Level 3 on the FCAT 2.0 in Reading will increase by 3% as measured by School Grade report.

G3. STEM electives will expose interested students in a much deeper manner in the areas of STEM through the classes of robotics, Ag, flying knights, IT kid academy, and STEM titled course. Students in these classes will maintain 80% and above.

G4. By the end of the school year, students scoring proficient on the FCAT 2.0 in Science will increase by 3% as measured by School Grade report.

G5. Parents of all students will be invited to multiple school events throughout the year for building relationships between home and school in addition to help parents better understand how to help their children become more successful in and out of school.

G6. By the end of the school year, students scoring an Achievement Level 4 (or what the state deems proficient) or higher on the FCAT Writing assessment will increase by 3%.

G7.

Goals Detail

G1. Support economically disadvantaged students increasing DSS.

Targets Supported
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal
- Edmodo Teacher created web videos FCAT Parent Night Acaletics

Targeted Barriers to Achieving the Goal
- Lack of internet at home Attendance of parents

Plan to Monitor Progress Toward the Goal

Develop of content specific materials and flyers.

Person or Persons Responsible
Admin

Target Dates or Schedule:
Ongoing

Evidence of Completion:
PM scores, FCAT scores, parent meeting evaluations

G2. By the end of the school year, students scoring Achievement Level 3 on the FCAT 2.0 in Reading will increase by 3% as measured by School Grade report.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Stride Academy, Scholastic, 6 Minute Solutions

Targeted Barriers to Achieving the Goal

- Lack of interest and motivation in reading.
- Lack of internet access and home resources.

Plan to Monitor Progress Toward the Goal

Progress monitoring testing

Person or Persons Responsible
All teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Progress monitoring data

G3. STEM electives will expose interested students in a much deeper manner in the areas of STEM through the classes of robotics, Ag, flying knights, IT kid academy, and STEM titled course. Students in these classes will maintain 80% and above.

Targets Supported

- Science

- Science - Middle School

- STEM

- STEM - All Levels

Resources Available to Support the Goal

- Variety of classes to appeal to a majority of students in the STEM realm. Floating Classroom

Targeted Barriers to Achieving the Goal

- Floating classroom is new and management is being developed as well as curriculum for other STEM electives.

Plan to Monitor Progress Toward the Goal

Teachers and admin will conduct conversations with students and view class grades.

Person or Persons Responsible
Science/STEM teachers/admin

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Increased student interest in STEM through teacher/student, student/admin conversations as well as student class grades.

G4. By the end of the school year, students scoring proficient on the FCAT 2.0 in Science will increase by 3% as measured by School Grade report.

Targets Supported

- Science

- Science - Middle School

Resources Available to Support the Goal

- Science FCAT Explorer, Stride Academy, Academic Coaching time devoted to science for all students.

Targeted Barriers to Achieving the Goal

- Increased rigor of FCAT 2.0 science test and three years worth of material tested.

Plan to Monitor Progress Toward the Goal

Teachers will continuously monitor progress of students and reteach in areas needed.

Person or Persons Responsible
Science Dean and teachers/Admin

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Student scores on testing and FCAT Science Scores

G5. Parents of all students will be invited to multiple school events throughout the year for building relationships between home and school in addition to help parents better understand how to help their children become more successful in and out of school.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Parental Involvement

Resources Available to Support the Goal

- Stride Academy Academic Coordinator/Parent Involvement Fac.

Targeted Barriers to Achieving the Goal

- Low participation in parent events whenever offered.

Plan to Monitor Progress Toward the Goal

Review participation in following parent nights.

Person or Persons Responsible
Admin

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Parent night sign in sheets

G6. By the end of the school year, students scoring an Achievement Level 4 (or what the state deems proficient) or higher on the FCAT Writing assessment will increase by 3%.

Targets Supported
- Writing

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- Increased rigor placed on the rubric, specifically on spelling and grammar, and slight change in scoring of papers

Plan to Monitor Progress Toward the Goal

Monitor tutoring attendance sheets, FCAT parent night agenda and sign in sheets, lesson plans, student samples of DLR, Stride Academy reports, writing boot camp lesson plans and attendance sheets.

Person or Persons Responsible
Admin/Dean

Target Dates or Schedule:
Ongoing

Evidence of Completion:
PM scores, FCAT scores, class assessments, and school grade.

G7.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Plan to Monitor Progress Toward the Goal

Action Plan for Improvement

Problem Solving Key

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

G1. Support economically disadvantaged students increasing DSS.

G1.B1 Lack of internet at home Attendance of parents

G1.B1.S1 Flyers to go home Parent Calendar Mention in school monthly newsletter All school email, call out, and app text message Teacher emails directly to parents Acaletics during class and home

Action Step 1

Communication

Person or Persons Responsible

All Math teachers and admin

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign in sheets, newsletters, emails, and call out data

Action Step 2

Develop specific content material geared to attracting a parental audience in addition to using Acaletics during class and home time.

Person or Persons Responsible

Math Dean and teachers

Target Dates or Schedule

December/January

Evidence of Completion

Sign in sheets

Facilitator:

Florida Council of Teachers of Mathematics

Participants:

All math teachers

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

Develop of content specific materials and flyers.

Person or Persons Responsible

Math Dean and Admin

Target Dates or Schedule

Ongoing

Evidence of Completion

Dept meeting notes

Plan to Monitor Effectiveness of G1.B1.S1

Develop of content specific materials and flyers.

Person or Persons Responsible

Math Dean and Admin

Target Dates or Schedule

Ongoing

Evidence of Completion

Deans' meeting notes and admin walk throughs

G2. By the end of the school year, students scoring Achievement Level 3 on the FCAT 2.0 in Reading will increase by 3% as measured by School Grade report.

G2.B1 Lack of interest and motivation in reading.

G2.B1.S1 Silent sustained reading, data driven lesson plans, tired vocabulary, small group instruction, direct instruction.

Action Step 1

Provide high interest at varied readability materials for all students.

Person or Persons Responsible

All teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Response journals, student responses

Action Step 2

Provide high interest at varied readability materials for all students.

Person or Persons Responsible

All teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Response journals, student responses

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Faculty/Department meeting discussions for questions and concerns of reading implementation

Person or Persons Responsible

All faculty; Deans and Admin

Target Dates or Schedule

Ongoing

Evidence of Completion

Meeting agenda and notes

Plan to Monitor Effectiveness of G2.B1.S1

View student projects and responses as well as progress monitoring scores.

Person or Persons Responsible

Reading teachers/Admin

Target Dates or Schedule

Ongoing

Evidence of Completion

Test scores

G2.B2 Lack of internet access and home resources.

G2.B2.S1 FCAT Parent Night, Knights Nook Night, Stride Academy Parent training, and Stride Academy implementation

Action Step 1

Teachers design parent night curriculum for each of the topics.

Person or Persons Responsible

Reading teachers

Target Dates or Schedule

Fall/Winter

Evidence of Completion

Meeting agendas

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Admin will be present at events ensuring they are conducted.

Person or Persons Responsible

Admin

Target Dates or Schedule

Fall/Winter

Evidence of Completion

Parent sign in sheets

Plan to Monitor Effectiveness of G2.B2.S1

Ensuring all parents have the opportunity to attend and provide feedback.

Person or Persons Responsible

Title I Coordinator

Target Dates or Schedule

Fall/Winter

Evidence of Completion

Event Flyers/Parent Surveys

G3. STEM electives will expose interested students in a much deeper manner in the areas of STEM through the classes of robotics, Ag, flying knights, IT kid academy, and STEM titled course. Students in these classes will maintain 80% and above.

G3.B1 Floating classroom is new and management is being developed as well as curriculum for other STEM electives.

G3.B1.S1 STEM and science dept will research other successful floating classroom models to develop the best way to implement it in our STEM classes as well as other classes.

Action Step 1

Visit Citrus County Marine Science Center to view how they are working on their mission to increase student environmental literacy through hands-on laboratory and field-based educational experiences in Gulf of Mexico coastal and nearshore habitats; to inspire student interest and involvement in environmental conservation and protection; and to promote student development of environmental stewardship ethics.

Person or Persons Responsible

Science teachers/admin

Target Dates or Schedule

Late summer

Evidence of Completion

Sign in sheet of those in attendance

Facilitator:

Citrus County Marine Science Center Supervisor

Participants:

Science teachers/admin

Plan to Monitor Fidelity of Implementation of G3.B1.S1

The science and STEM teachers will meet to review the visit to the Citrus County Science Station and how we can apply portions of their mission to what we have at Bok with our floating classroom, lake, and technology.

Person or Persons Responsible

Science teachers/STEM teachers/admin

Target Dates or Schedule

Ongoing

Evidence of Completion

Meeting agendas

Plan to Monitor Effectiveness of G3.B1.S1

Meetings following floating classroom events

Person or Persons Responsible

Science and STEM teachers/admin

Target Dates or Schedule

Ongoing

Evidence of Completion

Feedback from teachers and students

G4. By the end of the school year, students scoring proficient on the FCAT 2.0 in Science will increase by 3% as measured by School Grade report.

G4.B1 Increased rigor of FCAT 2.0 science test and three years worth of material tested.

G4.B1.S1 Use resources such as FCAT explorer, Stride Academy, AC class support time to fill in gaps of students in addition to continually find ways to make science Real Life to engage the students even more.

Action Step 1

Ensure all teachers know how to use the resources and are able to find the gaps of students in addition to share ways to make science real life.

Person or Persons Responsible

Science Dean and science teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Meeting notes/sign in sheets

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Classroom walk throughs, meeting observations and student usage reports from Stride Academy and FCAT explorers.

Person or Persons Responsible

Admin

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk through reports, student usage reports

Plan to Monitor Effectiveness of G4.B1.S1

Teachers will continuously review student data from reports, class test scores, and progress monitoring.

Person or Persons Responsible

Science Dean and teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student scores

G5. Parents of all students will be invited to multiple school events throughout the year for building relationships between home and school in addition to help parents better understand how to help their children become more successful in and out of school.

G5.B1 Low participation in parent events whenever offered.

G5.B1.S1 Monthly Family Fun nights at local restaurants where families can meet up with administration and teachers in a non-school settings to get to build relationships in a non-threatening location with the mindset they will then be more comfortable to attend parent evenings at school.

Action Step 1

Set up dates/times with local restaurants

Person or Persons Responsible

Admin

Target Dates or Schedule

Fall

Evidence of Completion

Dates on the parent calendar

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Ensure parents are notified in multiple ways

Person or Persons Responsible

Admin

Target Dates or Schedule

Ongoing

Evidence of Completion

Calendar, app push our records, newsletter, and call out records

Plan to Monitor Effectiveness of G5.B1.S1

Talk with parents to get feedback

Person or Persons Responsible

Admin

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent/admin discussions

G5.B1.S2 Knight Nook Night-Parents in attendance will learn how to use a Nook and take home it for student use ensuring there are reading materials of interest for the student.

Action Step 1

Entice parents to come and learn about the Nooks by giving the Nooks to the families at the event.

Person or Persons Responsible

Reading teachers

Target Dates or Schedule

September

Evidence of Completion

Flyers and evites

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Review all materials going home

Person or Persons Responsible

Admin

Target Dates or Schedule

September

Evidence of Completion

Admin approval of items to be sent home

Plan to Monitor Effectiveness of G5.B1.S2

Give parents a survey

Person or Persons Responsible

Reading teachers

Target Dates or Schedule

End of parent night

Evidence of Completion

Parent survey feedback

G5.B1.S3 Continue to offer high interest parent information nights based on parent suggestion.

Action Step 1

Offer Parent nights based on parent surveys

Person or Persons Responsible

Academic Coordinator/Parent Involvement Fac

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent topics are those mentioned in previous parent surveys

Plan to Monitor Fidelity of Implementation of G5.B1.S3

Review previous parent surveys

Person or Persons Responsible

Admin

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent evening topics match previous parent survey requests

Plan to Monitor Effectiveness of G5.B1.S3

Review current parent night surveys

Person or Persons Responsible

Admin

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent surveys

G6. By the end of the school year, students scoring an Achievement Level 4 (or what the state deems proficient) or higher on the FCAT Writing assessment will increase by 3%.

G6.B1 Increased rigor placed on the rubric, specifically on spelling and grammar, and slight change in scoring of papers

G6.B1.S1 Conduct scoring clinics with FLDOE released anchor sets and Bok student papers along with calibration guides.

Action Step 1

Conduct scoring clinics with FLDOE released anchor sets and Bok student papers along with calibration guides.

Person or Persons Responsible

LA Dean

Target Dates or Schedule

August 2013

Evidence of Completion

Agenda and sign in sheets

Facilitator:

LA Dean-Liz Sebring

Participants:

All LA teachers

Plan to Monitor Fidelity of Implementation of G6.B1.S1

View agenda and sign in sheet

Person or Persons Responsible

Administration

Target Dates or Schedule

Fall 2013

Evidence of Completion

Sit in on the scoring clinic briefly and monitors the classrooms for evidence of topics/strategies discussed in the scoring clinic.

Plan to Monitor Effectiveness of G6.B1.S1

Classroom observations

Person or Persons Responsible

Admin/Dean

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation notes

G6.B1.S2 The school will provide extra writing instruction and support to all students and parents, including intensive instruction when needed.

Action Step 1

After school tutoring, FCAT Parent Night, use the writing process daily, use AC time for writing instruction, use Daily Language Review, Stride Academy, after school tutoring for intensive writers, off campus writing boot camp for intensive writers.

Person or Persons Responsible

LA Dean, Academic Coordinator, Admin

Target Dates or Schedule

Ongoing

Evidence of Completion

Tutoring attendance sheets, FCAT parent night agenda and sign in sheets, lesson plans, student samples of DLR, Stride Academy reports, writing boot camp lesson plans and attendance sheets.

Plan to Monitor Fidelity of Implementation of G6.B1.S2

Monitor Tutoring attendance sheets, FCAT parent night agenda and sign in sheets, lesson plans, student samples of DLR, Stride Academy reports, writing boot camp lesson plans and attendance sheets.

Person or Persons Responsible

Admin

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher observations and discussions with admin.

Plan to Monitor Effectiveness of G6.B1.S2

Monitor tutoring attendance sheets, FCAT parent night agenda and sign in sheets, lesson plans, student samples of DLR, Stride Academy reports, writing boot camp lesson plans and attendance sheets.

Person or Persons Responsible

Admin

Target Dates or Schedule

Ongoing

Evidence of Completion

PM scores, FCAT scores, class assessments, and school grade.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A
Title I, Part A, funds school-wide services to Bok Academy. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.
Title I, Part C- Migrant
Migrant students enrolled in Bok Academy will be assisted by LEA's Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.
Title I, Part D
N/A
Title II
Professional development resources are available to Title I schools through Title II funds. Bok Academy will provide training for the staff as outlined in the LWCS Title II application.
Title III
Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff. Bok Academy will provide training for the staff as outlined in the LWCS Title III application.
Title X- Homeless
The Homeless Outreach Maximizing Education (HOME) Program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the HOME program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.
Supplemental Academic Instruction (SAI)
N/A
Violence Prevention Programs
Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.
Nutrition Programs
N/A
Housing Programs
N/A
Head Start
N/A
Adult Education
N/A
Career and Technical Education
N/A
Job Training
N/A

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Support economically disadvantaged students increasing DSS.

G1.B1 Lack of internet at home Attendance of parents

G1.B1.S1 Flyers to go home Parent Calendar Mention in school monthly newsletter All school email, call out, and app text message Teacher emails directly to parents Acaletics during class and home

PD Opportunity 1

Develop specific content material geared to attracting a parental audience in addition to using Acaletics during class and home time.

Facilitator

Florida Council of Teachers of Mathematics

Participants

All math teachers

Target Dates or Schedule

December/January

Evidence of Completion

Sign in sheets

G3. STEM electives will expose interested students in a much deeper manner in the areas of STEM through the classes of robotics, Ag, flying knights, IT kid academy, and STEM titled course. Students in these classes will maintain 80% and above.

G3.B1 Floating classroom is new and management is being developed as well as curriculum for other STEM electives.

G3.B1.S1 STEM and science dept will research other successful floating classroom models to develop the best way to implement it in our STEM classes as well as other classes.

PD Opportunity 1

Visit Citrus County Marine Science Center to view how they are working on their mission to increase student environmental literacy through hands-on laboratory and field-based educational experiences in Gulf of Mexico coastal and nearshore habitats; to inspire student interest and involvement in environmental conservation and protection; and to promote student development of environmental stewardship ethics.

Facilitator

Citrus County Marine Science Center Supervisor

Participants

Science teachers/admin

Target Dates or Schedule

Late summer

Evidence of Completion

Sign in sheet of those in attendance

G6. By the end of the school year, students scoring an Achievement Level 4 (or what the state deems proficient) or higher on the FCAT Writing assessment will increase by 3%.

G6.B1 Increased rigor placed on the rubric, specifically on spelling and grammar, and slight change in scoring of papers

G6.B1.S1 Conduct scoring clinics with FLDOE released anchor sets and Bok student papers along with calibration guides.

PD Opportunity 1

Conduct scoring clinics with FLDOE released anchor sets and Bok student papers along with calibration guides.

Facilitator

LA Dean-Liz Sebring

Participants

All LA teachers

Target Dates or Schedule

August 2013

Evidence of Completion

Agenda and sign in sheets

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Support economically disadvantaged students increasing DSS.	$10,139
G2.	By the end of the school year, students scoring Achievement Level 3 on the FCAT 2.0 in Reading will increase by 3% as measured by School Grade report.	$2,042
G5.	Parents of all students will be invited to multiple school events throughout the year for building relationships between home and school in addition to help parents better understand how to help their children become more successful in and out of school.	$59,018
	Total	$71,199

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Personnel	Total
Title I Parent Involvement	$2,042	$0	$2,042
Title I	$10,139	$59,018	$69,157
Total	$12,181	$59,018	$71,199

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Support economically disadvantaged students increasing DSS.

G1.B1 Lack of internet at home Attendance of parents

G1.B1.S1 Flyers to go home Parent Calendar Mention in school monthly newsletter All school email, call out, and app text message Teacher emails directly to parents Acaletics during class and home

Action Step 2

Develop specific content material geared to attracting a parental audience in addition to using Acaletics during class and home time.

Resource Type

Evidence-Based Program

Resource

Acaletics Math Curriculum

Funding Source

Title I

Amount Needed

$10,139

G2. By the end of the school year, students scoring Achievement Level 3 on the FCAT 2.0 in Reading will increase by 3% as measured by School Grade report.

G2.B2 Lack of internet access and home resources.

G2.B2.S1 FCAT Parent Night, Knights Nook Night, Stride Academy Parent training, and Stride Academy implementation

Action Step 1

Teachers design parent night curriculum for each of the topics.

Resource Type

Evidence-Based Program

Resource

Stride Academy-standards based technology to give parents feedback on student progress as well as student worksheets for weak areas.

Funding Source

Title I Parent Involvement

Amount Needed

$2,042

G5. Parents of all students will be invited to multiple school events throughout the year for building relationships between home and school in addition to help parents better understand how to help their children become more successful in and out of school.

G5.B1 Low participation in parent events whenever offered.

G5.B1.S3 Continue to offer high interest parent information nights based on parent suggestion.

Action Step 1

Offer Parent nights based on parent surveys

Resource Type

Personnel

Resource

Academic Coordinator/Parent Involvement Fac. (Amount includes salary of 42353.00 plus benefits)

Funding Source

Title I

Amount Needed

$59,018