

# Bok Academy



2014-15 School Improvement Plan

## Bok Academy

13895 HWY 27, Lake Wales, FL 33859

[ no web address on file ]

### School Demographics

**School Type**

Middle

**Title I**

Yes

**Free/Reduced Price Lunch**

%

**Alternative/ESE Center**

No

**Charter School**

Yes

**Minority**

%

### School Grades History

**Year**

**Grade**

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Edward W. Bok Academy will educate Renaissance thinkers for the digital age.

##### Provide the school's vision statement

Bok Academy curriculum will provide a global perspective, an ethos of service, and a keen understanding of the digital world and the exposure to the integration of the nature of knowledge and life.

#### School Environment

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

Every teacher has an Academic Coaching class first period. During that time, teachers and students get to know each other and bond as a classroom family. Academic Coaching teachers also focus on strategies to help students cope with hidden curriculum issues like how to reach goals (and eventually success), dealing with everyday problems in productive ways, and learning important life skills in order to handle future challenges.

In addition to Academic Coaching, the whole school participates in Morning Meeting; students and staff meet in the cafeteria on Monday or Friday at the start of the school day. During that time, staff and students celebrate achievements, address school issues, and focus on upcoming school activities.

Very early in the school year, Bok Academy celebrates incoming 6th graders with an overnight camp (Camp Bok) at a local campground, Lake Aurora. Camp BOK is designed to help create unity among the new 6th graders and staff at Bok Academy. Camp Bok is designed to set the climate and culture for Bok Academy middle school and beyond. Camp Bok focuses on team and community building, individual growth, and community service; the ultimate goal is for students to leave Camp Bok feeling closer to their peers and Bok staff, more confident as individuals, and ready to tackle with excitement, the beginning of middle school at Edward Bok Academy.

Two or three times during the school year, Bok Academy staff and students celebrate their hard work and school accomplishments on the school grounds, with a Regatta. This is a time of relationship building as students and staff swim, kayak, play sports, enjoy Bok's unique campus, and socialize with friends and teachers.

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

Bok Academy believes in "Living by the Rule of Good Judgement." To that end, Ron Clark's 55 Essentials are the simple rules and expectations Bok Academy teaches its students in order to build a civil and respectful community. The 55 Essentials are taught in "chunks" during Academic Coaching for the first few weeks of school. Throughout the year, these guidelines of civility are reinforced in every aspect of the school - whether in class, in the hallways, at lunch, or at a Regatta.

Bok Bucks is a reward system where students are encouraged and acknowledged for using the rule of good judgment, the 55 essentials, or other positive attributes. Drawings are done periodically and students are rewarded if their name is drawn from a Bok Buck.

Bok Academy has high academic and behavioral expectations which are clearly defined and reinforced throughout the school year. In addition, Bok Academy staff is constantly in contact with



parents/primary care givers for both positive or negative student behavior. Students are encouraged and taught to take responsibility for inappropriate behavior; to that end, we also have a school-wide behavioral system in place, as well as a harassment/bullying reporting system. (See C below.) The whole school participates in Morning Meeting; students and staff meet in the cafeteria on Monday or Friday at the start of the school day. During that time, staff and students celebrate achievements, address school issues, and focus on upcoming school activities. For more serious matters, such as harassment/bullying, the staff at Bok Academy takes this seriously and tries to educate students about what it looks like and what the consequences to both parties can be; Bok staff tries to teach that in fact, that same behavior (in a more mature person) can result in a firing from a job or possible arrest, particularly if that behavior is found in the adult world. Reporting is encouraged and expected. If an incident is reported, Bok staff work with both parties to attempt to sort through the issues that brought the behavior. Bok has created a program, Knights of the Roundtable, to address the overall atmosphere at the school and issues such as these. There are approximately five seminars per year where students are taught how to recognize this behavior and how to break the pattern that is sometimes found in individuals and communities. Bok Academy also conducts climate surveys to determine the health and well-being of the Bok community. This work is ongoing as the staff seeks to make Bok a place of emotional safety for students.

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

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Bok Bucks is a reward system where students are encouraged and acknowledged for using the rule of good judgment, the 55 essentials, or other positive attributes. Drawings are done periodically and students are rewarded if their name is drawn from a Bok Buck.

Teachers have clearly defined classroom guidelines that align with the 55 Essentials. In addition, for student behavior that is unbecoming, or goes against the Bok way, there is a school wide behavioral plan in place: Students who break a school rule may be required to spend their lunch in Community Sanction. Community Sanction is spent silently in a classroom, under teacher direction. If a student begins a pattern of counter-productive behavior, teachers and/or administration will contact parents and explore other approaches, which may include additional sanctions or behavioral contracts.

Community sanctions are used to address behavioral, not academic performance. Below is the Community Sanction Tier, showing consequences for multiple CS. At the start of each nine-week grading calendar, each student starts over, at the beginning of the CS tier.

Community Sanction 9-Week Tier:

1st CS Lunch CS and parent notification

2nd CS Lunch CS and parent notification

3rd CS Lunch CS and parent notification

4th CS 1 day Out of School Suspension and administration parent phone conference

5th CS Lunch CS and parent notification

6th CS 1 day Out of School Suspension and in-person parent conference

7th CS Lunch CS and parent notification

8th CS 1 day Out of School Suspension and in-person parent conference w/contract

9th CS Refer to contract

Another school wide behavioral plan, Bok Bridges, Bok Academy utilizes for behavior and/or academics. This is a program designed for some students who may need daily feedback and/or mentoring with their academic work and behavior. If a student is enrolled into this program, he/she

will be given a Bok Bridges form to take to each teacher (and the teacher notes the need or achievement for that day in class) and then return to Administration/mentor at the end of each day. The student is to take a copy of the BB's sheet home for the parents to review. It is the child's responsibility to take the form home; the parent will know to expect this each day. This program has proven to be extremely helpful for students who need to reach short-term goals in academics or behavior. In fact, many students have successfully reversed the pattern of counter-productive behavior and no longer need the daily check-up after a period of time. This is a key intervention piece at Bok that has proven very effective. In addition, we have partnerships with community mentors for students who need it.

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

A school wide behavioral plan, Bok Bridges, is a program Bok Academy utilizes for behavior and/or academics. This program is designed for some students who may need daily feedback and/or mentoring with their academic work and behavior. If a student is enrolled into this program, he/she will be given a Bok Bridges form to take to each teacher (and the teacher signs it and notes the need or achievement for that day in class) and then the student returns it to an Administration/mentor at the end of each day. The student is to take a copy of the BB's sheet home for the parents to review. It is the child's responsibility to take the form home; the parent will know to expect this each day. This program has proven to be extremely helpful for students who need to reach short-term goals in academics or behavior. In fact, many students have successfully reversed the pattern of counter-productive behavior and no longer need the daily check-up after a period of time. This is a key intervention piece at Bok that has proven very effective. In addition, we have partnerships with community mentors for students who need it.

Bok Academy offers a free after school tutoring program where students can get assistance in math, reading and writing.

**Early Warning Systems**

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

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

Bok Academy has an early warning system in place for all indicators noted:

Attendance is looked at each week and once absenteeism has reached 5 or more overall - the issue is addressed with the parent. For 10 or more absences overall - the issue is dealt with through the multi-tiered system of support.

Suspension - The MTSS team will meet to discuss the appropriate intervention at Tier 2. If the problem behavior ceases, the intervention was effective and will be used as a support. If Tier 2 interventions are ineffective, Bok Academy's MTSS team continues to move through the MTSS problem solving model.

For course failure, Bok Academy has an academic monitoring team in place who addresses this every nine weeks. The team meets with students who are failing courses, goes over promotion requirements, teaches students to calculate their gpa, and makes sure students understand promotional requirements. Parents are contacted and involved.

Students who score a level 1 on FCAT in reading are scheduled to an intensive, 90 minute reading class. Level 1 math students are ability grouped by class.

Bok Academy also offers tutoring during lunch and after school.

A promotion requirement meeting for all parents is held after the initial report card goes out.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	3	13	8	24
One or more suspensions	6	11	20	37
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	10	18	24	52

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	3	2	5	10

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

Bok Academy has an early warning system in place for all indicators noted:  
 Attendance is looked at each week and once absenteeism has reached 5 or more overall - the issue is addressed with the parent. For 10 or more absences overall - the issue is dealt with through the multi-tiered system of support.  
 Suspension - The MTSS team will meet to discuss the appropriate intervention at Tier 2. If the problem behavior ceases, the intervention was effective and will be used as a support. If Tier 2 interventions are ineffective, Bok Academy's MTSS team continues to move through the MTSS problem solving model.  
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 Students who score a level 1 on FCAT in reading are scheduled to an intensive, 90 minute reading class. Level 1 math students are ability grouped by class.  
 Bok Academy also offers tutoring during lunch and after school.  
 A promotion requirement meeting for all parents is held after the initial report card goes out.

**Family and Community Involvement**

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

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

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

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/214894>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

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

At the start of each school year, Bok Academy holds a parent/student orientation. Staff is available to meet parents and students; information is given regarding student schedules and how to stay up-to-date with happenings and activities at Bok Academy, about academic support programs, as well as extra curricular activities. Parents are also able to sign up for PTO and nominate themselves or others for SAC.

In addition to Orientation, Bok Academy hosts an Open House early in the school year. Open House is a time for parents, students, and teachers to communicate in greater detail, regarding classroom expectations and other important aspects that will build the parent/teacher/student relationship throughout the school year. Open House is informative for parents, as they learn about programs (such as Stride Academy, after school tutoring, etc.) that will ensure the progression of success for their student from school to home.

Bok Academy hosts several parent nights where parents are informed about internet safety and promotional requirements; a core subject parent meeting is planned for teachers to discuss standards and instruction. Bok Academy also brings in professional presenters throughout the year to discuss hot topics for adolescents.

Bok Academy was the host site in Lake Wales for the PSAT. This test measures student reasoning and critical thinking skills - and provides valuable feedback. It also prepares students for the SAT test and college - as well as providing an avenue for students to enter scholarship competitions.

Stride Academy is an adaptive digital learning software for PreK - High School students, that accelerates learning with engaging curriculum engineered to address critical learning standards (Florida Core Standards). Stride Academy can be accessed at school or home and Bok Academy utilizes this program as a means of support for all students, with an emphasis on the lowest quartile.

In the spring of 2014, Bok Academy hosted a seminar series featuring Dr. Richard Marshall, author of the book, Handbook For Raising an Emotionally Healthy Child, and a Neuro-Psychologist & Professor. Parents were invited to three events featuring Dr. Marshall's expertise on adolescent emotional health. IT teachers and students connect with the community to offer free web seminars - where Bok students use their technology knowledge to teach others. For example, Bok Academy students teach community members how to set up a Google Drive account and sync devices and contacts. Community members see students in action - as the teacher.

Bok At the Moon is annual event Bok Academy hosts for parents, students, and community members. It is a time of fun and fellowship, with food, a bonfire, music and grade level challenges.

**Effective Leadership**

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

**School Leadership Team**

**Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Moses, Damien	Principal
O'Bryant, Metta	Assistant Principal
Morrow, Tina	Instructional Coach
Thrift, Leanne	Guidance Counselor

**Duties**

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

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: 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.

Instructional Coach: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. 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.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The 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.

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

## School Advisory Council (SAC)

### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Damien Moses	Principal
Metta O'Bryant	Education Support Employee
Tina Morrow	Education Support Employee
Candy Amato	Education Support Employee
Mose Battles	Parent
Maria Deary	Parent
Rebecca Greshel	Parent
John Guzzetta	Business/Community
Shelli Jacobs	Business/Community
Wendy Merson	Teacher
Francine Parker	Parent
Matt Simpson	Business/Community
Sandy Altamarion	Education Support Employee

### Duties

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

*Evaluation of last year's school improvement plan*

Once the SAC committee is in place, the SIP from last year and the draft form for this year's SIP will be presented to all SAC members for review and input. Suggestions are then made at the following meeting and voted on for approval.

*Development of this school improvement plan*

Suggestions from the SAC are made at the following meeting and voted on for approval. The SAC will meet eight times during the school year to review the school's progress.

*Preparation of the school's annual budget and plan*

Items were identified in the SIP as necessary to achieve Bok Academy goals.

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

School Improvement Funds allocated last year were used as follows:

To support economically disadvantaged students and help to increase DSS in math, Bok Academy used Acaletics Math Curriculum - an evidence-based program. The cost of that program was \$10,139.00.

To support and increase reading DSS, Bok Academy implemented Stride Academy. This is an evidence-based program that uses standard based technology - which gives parents and students feedback and enrichment work for areas identified as weak. The cost of that program was \$2,042.00. Personnel support for Title one totaled 59,018.00. This included an Academic Coordinator/Parent Involvement Facilitator.

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

Yes

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

### Literacy Leadership Team (LLT)

#### Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Moses, Damien	Principal
O'Bryant, Metta	Assistant Principal
Morrow, Tina	Instructional Coach

#### Duties

##### ***Describe how the LLT promotes literacy within the school***

The LLT monitors student progress and makes individual academic and instructional adjustments; this is done to address the needs of students so they can achieve AYP.

### Public and Collaborative Teaching

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

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

Twice a month the administrative team meets with department deans in order to focus on department, grade-level, and school-wide needs.

Department meetings are held each week. During the department meetings, teachers collaborate to share teaching strategies, curriculum intervention ideas, and problem solve regarding classroom management/classroom discipline technique. Departments are also encouraged to utilize department planning days when needed.

Every teacher has an Academic Coaching class first period. One aspect of Academic Coaching that is helpful for bringing collaboration and positive working relationships to the teachers, is the ability during that class time to cross-over curriculum. For example, the math department may put together a practice curriculum for all AC classes to work on at the same time; giving attention to a needed skill details that will then be helpful during regular time in math class. The same strategy is also used in AC for other curriculums, thereby creating an environment of academic support and synergy among colleagues. Before the start of the school year, teachers and administrators attended a retreat at River Ranch. During the retreat the administrative staff and several teachers did professional development, administrators provided a focus for the upcoming school year, and several team building activities were planned.

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

Lake Wales Charter School handles the job posting for all LWCS. In addition, Bok Academy advertises on its website. 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.

#### **Describe the school's teacher mentoring program, including the rationale for pairings and 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.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

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

Edward Bok Academy aligns all of its curriculum with CPALMS, the State of Florida's official source for standards information and course descriptions. All curriculum created by Bok Academy teachers is Florida standards driven.

#### Instructional Strategies

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

Bok Academy uses the previous year's FCAT scores to determine if students are proficient in reading and math. Students with a DSS score below 3 in reading are placed in an intensive reading class where instruction is scaffolded in order to improve grade-level success. In addition, the Acaletics math curriculum is used at school and at home to provide support for all students.

Students in all content areas (reading, math, LA, science and social studies) are progress monitor tested three times during the school year. Based on results, curriculum is adjusted and re-taught for improvement or more rigorous depth of knowledge.

Another school wide behavioral plan, Bok Bridges, is utilized for behavior and/or academics. This is a program designed for some students who may need daily feedback and/or mentoring with their academic work and behavior. If a student is enrolled into this program, he/she will be given a Bok Bridges form to take to each teacher (and the teacher notes the need or achievement for that day in class) and then return to Administration/mentor at the end of each day. The student is to take a copy of the BB's sheet home for the parents to review. It is the child's responsibility to take the form home; the parent will know to expect this each day. This program has proven to be extremely helpful for students who need to reach short-term goals in academics or behavior. In fact, many students have successfully reversed the pattern of counter-productive behavior and no longer need the daily check-up after a period of time. This is a key

intervention piece at Bok that has proven very effective. In addition, we have partnerships with community mentors for students who need it.

In addition, students are tutored during lunch and/or after school as needed.

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

**Strategy:** After School Program

**Minutes added to school year:**

***Strategy Rationale***

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***

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

**Student Transition and Readiness**

**PreK-12 Transition**

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

***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***

Very early in the school year, Bok Academy celebrates incoming 6th graders with an overnight camp (Camp Bok) at a local campground, Lake Aurora. Camp BOK is designed to help create unity among the new 6th graders and staff at Bok Academy. Camp Bok is designed to set the climate and culture for Bok Academy middle school and beyond. Camp Bok focuses on team and community building, individual growth, and community service; the ultimate goal is for students to leave Camp Bok feeling closer to their peers and Bok staff, more confident as individuals, and ready to tackle with excitement, the beginning of middle school at Edward Bok Academy.

5th grade tours are offered to all local elementary schools - which exposes prospective students to everything Bok has to offer.

Incoming 6th graders are invited to participate in a "new student" orientation in the spring before the current school year ends.

For outgoing 8th graders - Bok Academy invites local high schools to come and speak to students or to send information about their school. In addition, LWHS invites Bok Academy 8th graders to a career and college fair.

**College and Career Readiness**

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

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 FLCHOICES.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.

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

In each subject area, Bok Academy incorporates real-life experiences into its curriculum. For example, Bok has a floating classroom in which students can see first hand examples of science field work. In addition, we bring high school counselors to Bok each spring to explain options the 8th grade students will have for curriculum courses in high school. Furthermore, the counselors explain how the courses they are taking now build up to those high school and college level courses. Students are

guided as they plan out the next four years of high school, making sure they have knowledge of all the graduation requirements for each of the tracks.

Another way Bok Academy prepares its students for the career and technical programs is through a variety of hands-on, real-world simulations. For example, this past summer a group of Bok Academy students were invited to participate in Zero Robotics. Zero Robotics is a zero gravity robotics programming challenge designed by MIT and NASA to foster future aerospace engineers. The game challenge was created by NASA, DARPA, and MIT, based on current “problems of interest”, and were tied to actual research. Students participated in a variety of hands on activities, as well as a Field Day at the Kennedy Space Center - all of which taught physics, advanced math, programming, engineering, and problem solving. The intent of the program was to engage students now, maintain a relationship between them and the industry leaders, and foster the next generation of astronauts and engineers.

In addition, Bok Academy's IT (Information Technicians) class teaches students the technical knowledge needed to build, troubleshoot and repair computers and network systems. Students learn the skills necessary to function as a PC support, help desk technician, and/or network support. They assist the technology programs at Bok Academy, Lake Wales Charter School system, and in the community.

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

Bok Academy prepares its students for the career and technical programs is through a variety of hands-on, real-world simulations. For example, this past summer a group of Bok Academy students were invited to participate in Zero Robotics. Zero Robotics is a zero gravity robotics programming challenge designed by MIT and NASA to foster future aerospace engineers. The game challenge was created by NASA, DARPA, and MIT, based on current “problems of interest”, and were tied to actual research. Students participated in a variety of hands on activities, as well as a Field Day at the Kennedy Space Center - all of which taught physics, advanced math, programming, engineering, and problem solving. The intent of the program was to engage students now, maintain a relationship between them and the industry leaders, and foster the next generation of astronauts and engineers. One keystone (elective) class available to students is the aviation class. This class teaches the basics of flight, navigation, weather, and other related matters in the aviation world. Students are guided in the performance of maneuvers and procedures, as well as technical skills and proficiency. The activities and experiences in this program have the potential to inspire and create excitement in a classroom setting that will spill over into other academic areas. Students are able to apply lessons in four curricular areas: Science, Math, Language Arts, and Social Studies.

Another keystone class available to students is Bok Academy's STEM class. The curriculum for this class is broken down into collective projects and information/inquiry based learning that is used in helping students acquire the essential skills of problem solvers (where they are able to define questions and problems, design investigations to gather data, collect and organize data, draw conclusions, and then apply understandings to new and novel situations); innovators - creatively using science, mathematics, and technology concepts and principles by applying them to the engineering design process; inventors - recognizing the needs of the world by creatively designing, testing, redesigning, and implementing solutions and much more.

In addition, Bok Academy's IT (Information Technicians) class teaches students the technical knowledge needed to build, troubleshoot and repair computers and network systems. Students learn the skills necessary to function as a PC support, help desk technician, and/or network support. They assist the technology programs at Bok Academy, Lake Wales Charter School system, and in the community.

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

No HS Feedback form from Polk county is available at this time. High achieving students are offered HS level courses such as Honors Algebra, Honors Geometry, HS Spanish, and Honors Earth Space Science. We also make sure the students are well informed on the different options for high school. Several programs offered at Bok Academy provide meaningful background knowledge as a critical precursor for high school and post secondary education. For example, Bok Academy's STEM program infuses math and science. The IT (Information Technicians) class teaches students the technical knowledge needed to build, troubleshoot and repair computers and network systems. Students learn the skills necessary to function as a PC supporter, help desk technician, and/or network supporter. Students in the IT classes assist the technology programs at Bok Academy, Lake Wales Charter School system, as well as in the community.

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** By the end of the school year, students scoring at proficiency level in Mathematics, ELA, and Science will increase proficiency by 3%, as measured by the school grade report.

## Strategic Goals Detail

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

**G1.** By the end of the school year, students scoring at proficiency level in Mathematics, ELA, and Science will increase proficiency by 3%, as measured by the school grade report. 1a

G039129

**Targets Supported** 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	3.0
FSA - English Language Arts - Proficiency Rate	3.0
FCAT 2.0 Science Proficiency	3.0

**Resources Available to Support the Goal** 2

- For all subjects - Stride Academy, Typing Agent, Edmodo, and classroom computers. For ELA - Renzulli, Vocabulary workshop book, novels. For Math - Acaletics program, TenMarks, tutoring offered before/after school, including lunch, EOC intervention sessions. For Science - Quik-Piks, 2014 Content Focus Report, Stride Academy - use teacher-created quizzes for each branch of science, FCAT Explorer, CK-12, Glencoe Online Text Book - link does not work for all computers/software programs, Quizlet - use for vocabulary practice, Vocabulary Best Practices - use in school

**Targeted Barriers to Achieving the Goal** 3

- For all subjects - Lack of internet access and home resources, students leaving assigned prep work at home. For ELA - class sets of novels only. For Science - Glencoe Online Text Book - link does not work for all computers/software programs.

**Plan to Monitor Progress Toward G1.** 8

Progress monitor testing

**Person Responsible**

Tina Morrow

**Schedule**

Quarterly, from 9/26/2014 to 5/22/2015

**Evidence of Completion**

Progress monitoring data

## Action Plan for Improvement

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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** By the end of the school year, students scoring at proficiency level in Mathematics, ELA, and Science will increase proficiency by 3%, as measured by the school grade report. **1**

 G039129

**G1.B1** For all subjects - Lack of internet access and home resources, students leaving assigned prep work at home. For ELA - class sets of novels only. For Science - Glencoe Online Text Book - link does not work for all computers/software programs. **2**

 B117555

**G1.B1.S1** Parents of all students will be invited to multiple school events throughout the school year in order to build relationships between home and school. The FSA parent night will help parents to better understand the new standards and assessments - as well as how to help their student utilize school to home resources. **4**

 S129419

### Strategy Rationale

To help build a bridge of learning and communication between school and home.

### Action Step 1 **5**

Parents of all students will be invited to multiple school events throughout the year in order to build relationships between home and school. The FSA parent night will help parents to better understand changes in standards and standardized testing, in addition to teaching them how to help their student utilize school to home resources such as Acaletics, Stride Academy, etc.

### Person Responsible

Tina Morrow

### Schedule

On 6/4/2015

### Evidence of Completion

Meeting agendas/Parent sign-in sheets

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

Administration will be present at this event to ensure complete implementation.

**Person Responsible**

Damien Moses

**Schedule**

On 6/4/2015

**Evidence of Completion**

Parent sign-in sheets/Parent surveys

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

Classroom assessments on a regular basis and also Progress Monitoring quarterly

**Person Responsible**

Tina Morrow

**Schedule**

Annually, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Classwork and assessments/Progress Monitoring quarterly

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Parents of all students will be invited to multiple school events throughout the year in order to build relationships between home and school. The FSA parent night will help parents to better understand changes in standards and standardized testing, in addition to teaching them how to help their student utilize school to home resources such as Acaletics, Stride Academy, etc.	Morrow, Tina	8/18/2014	Meeting agendas/Parent sign-in sheets	6/4/2015 one-time
G1.MA1	Progress monitor testing	Morrow, Tina	9/26/2014	Progress monitoring data	5/22/2015 quarterly
G1.B1.S1.MA1	Classroom assessments on a regular basis and also Progress Monitoring quarterly	Morrow, Tina	8/18/2014	Classwork and assessments/Progress Monitoring quarterly	6/4/2015 annually



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Administration will be present at this event to ensure complete implementation.	Moses, Damien	8/18/2014	Parent sign-in sheets/Parent surveys	6/4/2015 one-time

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** By the end of the school year, students scoring at proficiency level in Mathematics, ELA, and Science will increase proficiency by 3%, as measured by the school grade report.

**G1.B1** For all subjects - Lack of internet access and home resources, students leaving assigned prep work at home. For ELA - class sets of novels only. For Science - Glencoe Online Text Book - link does not work for all computers/software programs.

**G1.B1.S1** Parents of all students will be invited to multiple school events throughout the school year in order to build relationships between home and school. The FSA parent night will help parents to better understand the new standards and assessments - as well as how to help their student utilize school to home resources.

### PD Opportunity 1

Parents of all students will be invited to multiple school events throughout the year in order to build relationships between home and school. The FSA parent night will help parents to better understand changes in standards and standardized testing, in addition to teaching them how to help their student utilize school to home resources such as Acaletics, Stride Academy, etc.

#### Facilitator

Teachers

#### Participants

Teachers

#### Schedule

On 6/4/2015

## Budget Rollup

Summary	
Description	Total
<b>Goal 1:</b> By the end of the school year, students scoring at proficiency level in Mathematics, ELA, and Science will increase proficiency by 3%, as measured by the school grade report.	79,920
<b>Grand Total</b>	<b>79,920</b>

Goal 1: By the end of the school year, students scoring at proficiency level in Mathematics, ELA, and Science will increase proficiency by 3%, as measured by the school grade report.		
Description	Source	Total
<b>B1.S1.A1</b> - Parents of all students will be invited to multiple school events throughout the year in order to build relationships between home and school. The FSA parent night will help parents to better understand changes in standards and standardized testing, in addition to teaching them how to help their student utilize school to home resources such as Acaletics.	Title I Part A	79,920
<b>Total Goal 1</b>		<b>79,920</b>