



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Rosabelle W. Blake Academy

510 HARTSELL AVE

Lakeland, FL 33815

863-499-2870

<http://www.blakeacademy.com/>

School Demographics

School Type Combination School	Title I No	Free and Reduced Lunch Rate 66%
Alternative/ESE Center No	Charter School No	Minority Rate 61%

School Grades History

2013-14 C	2012-13 C	2011-12 B	2010-11 A	2009-10 B
---------------------	---------------------	---------------------	---------------------	---------------------

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	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	17
Goals Summary	24
Goals Detail	24
Action Plan for Improvement	28
Part III: Coordination and Integration	38
Appendix 1: Professional Development Plan to Support Goals	39
Appendix 2: Budget to Support Goals	43

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
Prevent	3	Ella Thompson

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

Current School Status

School Information

School-Level Information

School

Rosabelle W. Blake Academy

Principal

Gwen Kessell

School Advisory Council chair

Janeen Hicks

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

Name	Title
Dr. Gwen Kessell	Principal
Sybille Oldham	Assistant Principal
Kim Sealey	Assistant Principal
Katie Marsh	Guidance Counselor
Kira Thiede	Guidance Counselor
Jock Willers	ESE teacher
Heather Epps	Reading teacher
Dainery Fuentez	School Psychologist
Pam Barnes	Media Specialist
Antje Wetherington	Journalism teacher
Jill Steinbauer	K/1 Teacher
Sherry Cribbs	4/5 teacher & Leadership secretary
Edwin Tabales	Social Studies teacher
Audra Pierce	K/1 teacher
Jennifer Wiedenmann	4/5 teacher
Jessica Lowell	2/3 teacher
Amber Salaz	Chorus teacher
Jamie Burris	ESE teacher

District-Level Information

District

Polk

Superintendent

Dr. Kathryn Leroy

Date of school board approval of SIP

10/22/2013

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

Administration

Dr. Gwen Kessell, principal

Sybille Oldham, assistant principal

Kim Sealey, assistant principal

Teachers

Monica Fales

Kyle Mohler

Edwin Tabales

Support Staff

Jastin Barfield

Community

Kim Campbell

Parents

Barbara Castro

Nancy Gilbert- Pierce

Tamara Lee

Tonya Lockhart

Kynyatta Williams

Michelle Harvey

Morgan Kelso

Crystal Waters

Daryl Wilson

Students

Jesse Lee

Jorden Wesley

Samantha Sanchez

Involvement of the SAC in the development of the SIP

The SAC assisted with brainstorming and reviewing what parts of the SIP that needed to be continued for full implementation and increase student achievement.

Activities of the SAC for the upcoming school year

SAC will assist the school with school improvement process, data planning and review, improvement of technology and the expenditure of state funding

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

To be determined based on the state awarding of funds

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

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Gwen Kessell

Principal

Years as Administrator: 19

Years at Current School: 12

Credentials

BS-Florida Southern College; Master of Science-University of South Florida; Ed. D./ Educational Leadership
Principal Certification-

Performance Record

Grade C, Reading Mastery: 55%, Math Mastery: 46%, Science Mastery 38%
 2011-2012: Grade: B, Reading Mastery: 53%, Math Mastery: 50%
 2010-2011: Grade: A, Reading Mastery: 68%, Math Mastery: 65%, Science Mastery: 49%, AYP: 85%
 2009-2010: Grade: B, Reading Mastery: 64%, Math mastery: 63%, Science Mastery: 36%. AYP: 82%
 2008-2009: Grade: A, Reading Mastery: 63%, Math mastery: 57%, Science Mastery: 47%. AYP:87%.
 2007-2008 Grade: B, Reading Mastery: 60%, Math mastery: 55%. Science Mastery: 44%. AYP: 87%.
 2006-2007 Grade: C, Reading mastery: 59%. Math mastery: 52%, Science mastery:35%, AYP: 87%
 2005-2006 Grade: A, Reading mastery: 62%, Math mastery: 54%, Science mastery: 28%, AYP:97%.
 2004-2005 Grade: B, Reading mastery: 60%, Math mastery: 45%, AYP:93%
 03-04 Grade: C, Reading mastery:54%, Math mastery: 40%, AYP:87%
 02-03 Grade: B, Reading mastery:48%, Math mastery: 37%.

Sybille Oldham		
Asst Principal	Years as Administrator: 7	Years at Current School: 7
Credentials	BS- Florida State University MEd- Nova Southeastern University,	
Performance Record	Grade C, Reading Mastery: 55%, Math Mastery: 46%, Science Mastery 38% 2011-2012: Grade: B, Reading Mastery: 53%, Math Mastery: 50% 2010-2011: Grade: A, Reading Mastery: 68%, Math Mastery: 65%, Science Mastery: 49%, AYP: 85% 2009-2010: Grade: B, Reading Mastery: 64%, Math mastery: 63%, Science Mastery: 36%. AYP: 82% 2008-2009: Grade: A, Reading Mastery: 63%, Math mastery: 57%, Science Mastery: 47%. AYP:87%. 2007-2008 Grade: B, Reading Mastery: 60%, Math mastery: 55%. Science Mastery: 44%. AYP: 87%. 2006-2007 Grade: C, Reading mastery: 59%. Math mastery: 52%, Science mastery:35%, AYP: 87%	

Kim Sealey		
Asst Principal	Years as Administrator: 4	Years at Current School: 4
Credentials	Bachelors of Art- University of South Florida, 1999 Masters of Education – University of South Florida – Educational Leadership K-12, 2008	
Performance Record	Grade C, Reading Mastery: 55%, Math Mastery: 46%, Science Mastery 38% 2011-2012: Grade: B, Reading Mastery: 53%, Math Mastery: 50% 2010-2011: Grade: A, Reading Mastery: 68%, Math Mastery: 65%, Science Mastery: 49%, AYP: 85% 2009-2010: Grade: B, Reading Mastery: 64%, Math mastery: 63%, Science Mastery: 36%. AYP: 82%	

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

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

Classroom Teachers

of classroom teachers

54

receiving effective rating or higher

54, 100%

Highly Qualified Teachers

100%

certified in-field

54, 100%

ESOL endorsed

31, 57%

reading endorsed

6, 11%

with advanced degrees

15, 28%

National Board Certified

3, 6%

first-year teachers

1, 2%

with 1-5 years of experience

8, 15%

with 6-14 years of experience

32, 59%

with 15 or more years of experience

13, 24%

Education Paraprofessionals

of paraprofessionals

3

Highly Qualified

3, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

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

Blake Academy allows the grade level or team to assist with the hiring of highly qualified personnel. The teachers are allowed to partake on the interview process. Blake Academy provides professional development and book studies to retain and attract high qualified and professional 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

Blake Academy assigns each new teacher to the building a mentor that has excelled in the profession to mentor and partner to share best practices. The mentors meet with the mentee weekly to assist with planning and procedures. The school provides a wide array of professional development from pedagogy to Choice Theory

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

Baseline data is gathered through August and September. Data is processed through the Discovery Learning and FAIR PMRN. First and Second Grade instructional data is gathered from the previous year Discovery scores. Third through Tenth Grade instructional data is gathered from the previous year's FCAT scores.

Progress Monitoring data is gathered mid-year and toward the end of the year. FAIR data is processed for Kindergarten -8th grade, in conjunction with Discovery Education Assessments. Other 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 Discovery Assessments, FAIR and Running Records (IRI)

End of Year data is gathered through Discovery Assessment, FAIR, FCAT.

Data is discussed and analyzed at least monthly at the PS/RtI Leadership Team Meetings.

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

The MTSS Leadership Team will meet the second and fourth Wednesdays during the 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.

- o Support and reinforce student learning behaviors through reteaching in the classroom.

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.

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

The MTSS/RtI 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. Data is processed through the Discovery Learning. Kindergarten and First Grade data is gathered for the SBAR. First and Second Grade instructional data is gathered from the previous year SAT 10. Third through Tenth Grade instructional data is gathered from the previous year's FCAT scores.

Progress Monitoring data is gathered mid-year and toward the end of the year. FAIR data is processed for Kindergarten only through the PMRN, in conjunction with Discovery Education Assessments.

Kindergarten and First Grade data is gathered for the SBAR every nine weeks. Other 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 Discovery Assessments, ERDA, and DAR

End of Year data is gathered through Discovery Assessment, SAT 10, FCAT, and SBAR.

Data is discussed and analyzed at least monthly at the PS/RtI Leadership Team Meetings.

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

Ways in which Blake Academy supports the MTSS/RtI process are:

- Leadership Team comprised of administrators, teachers from each grade level (K-8), ESE teachers, and specials teachers meet twice a month to address/review curriculum effectiveness/issues/needs, student achievement/testing, iii instructional time, and additional academic support needed to enhance all students learning.
- Administrators and teachers from each grade level meet bimonthly to discuss/review current curriculum and progress of students meeting the standards.
- The elementary reading block is 120 minutes and math is 90 minutes daily in order to provide additional instructional time for interventions for struggling students.
- Afterschool tutoring programs are offered to students in need of additional reading and math interventions.
- iii instructional time is conducted by a highly qualified teacher 3-4 times a week for 30 minutes each day.
- Struggling students are identified early and additional academic supports are given to them during the

school day during specials time.

- Support services (counselors, psychologist, and speech language pathologist) work closely with the teachers to help develop appropriate interventions for students identified as needing additional academic supports. In addition, teachers are supported through the data collection process and intervention process through Tier 3.
- School counselors meet with teachers and parents during the MTSS process in order to create a partnership between home and school to help foster student progress.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program**Minutes added to school year:** 3,360**ACTIVATE – Enhancing Cognitive Performance (C8 Sciences)**

Activate is a sophisticated brain cross training program developed by Yale neuroscientists that combines computer and physical exercises. It activates and helps strengthen the brain systems important for executive functions including working memory, sustained attention, cognitive flexibility, and response inhibition. Activate reflects the latest research into neuroplasticity, the remarkable ability of the brain to dynamically grow, change, heal, and accomplish complex tasks as never before.

Teen Trendsetters Mentoring Program (Barbara Bush Foundation)

8th grade students become Trendsetters by mentoring 2nd and 3rd graders who have fallen behind their peers in reading. Teens provide one-on-one reading attention to younger children for two hours a week (Tuesdays and Thursdays) throughout the school year. Mentees receive approximately 30 free books to build their home library. Research performed on the Teen Trendsetters Program indicates that mentees' at-risk reading performance drops in half, and as well, mentors both graduate and earn scholarships at higher levels than teens who did not participate in the program.

IB Mentoring Program

Students from Bartow's International Baccalaureate High School mentor 4th graders at Blake, including reading, homework help, bonding, discussions, and academic projects. Many students make the decision to drop out of high school because they lack support and a positive role model who can help them see the value of their education and how their class work relates to their future goals. Mentoring is proven to have a positive impact on youth, including encouraging them to attend school regularly, explore potential career paths, graduate from high school, and pursue higher education. A landmark study showed that students who meet regularly with their mentors are 52% less likely than their peers to skip a day of school. Youth in mentoring relationships present better attitudes and behaviors at school and are more likely to attend college than their counterparts.

Blake Leadership Academy

Blake Leadership Academy is an elective as well as an after school activity. Blake Leadership uses adventure/experiential based activities, including high and low ropes course elements, as well as real life business experience, to teach and enhance non cognitive skills such as leadership, character, tenacity, perseverance, grit and resilience. Recent research shows that in addition to cognitive skills, non-cognitive skills are important for academic success, including graduating from high school.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

STAR test data is used at the beginning of the mentoring program and then in December and May to show an increase in their reading STAR level.

Who is responsible for monitoring implementation of this strategy?

Administration

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Dr. Gwen Kessell	Principal
Sybille Oldham	Asst. Principal
Kim Sealey	Asst. Principal
Amanda Leon	Teacher
Maude Graham	Teacher
Jennifer Wiedenman	Teacher
Andrea Sawyer	Teacher
Kris Wing	Teacher
Heather Epps	Teacher
Pam Barnes	Media Specialist

How the school-based LLT functions

The LLT meets bi-monthly to review best instructional reading practices. The LLT reviews school FCAT and baseline data to implement differentiated instructional practices within grade levels, appropriate classrooms or student interventions to ensure increased academic achievement as well as appropriate and relevant professional development.

Major initiatives of the LLT

The purpose of the LLT is to review curriculum procedures and strategies to ensure increased student achievement. The LLT will also be reviewing specific students to ensure their social and emotional needs are being met.

Every Teacher Contributes to Reading Instruction

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

All content area teachers implement the Comprehension Instructional Sequence Module (CISM) into their lessons throughout the year to ensure reading improvement for all students. CISM incorporates research-based reading instructional practices within content area reading through different text genres. Isabel Beck's tier 2 vocabulary words are taught in all classrooms to all students to give students background knowledge for everyday vocabulary words in different contexts.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Blake Academy has established strong partnerships with pre-school programs. We have a preschool program on campus where students are included in the day to day activities of the school. Other off campus programs visit the campus on field trip and are brought flyers for parents to attend the prospective parent open house.

Blake Academy also offer a two week long summer academy for incoming Kindergarteners to assist with the adjustment from preschool to elementary.

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

Blake Academy offers students the ability to learn real-world skills to help them navigate through the demands of high school, college and beyond.

Students in Journalism learn about sales, design, marketing and finance as they develop a successful yearbook. They incorporate photography, editing, writing, design, computer/publishing skills, and cooperative skills with each assignment, all of which are in demand in the current workplaces. In addition, they learn social skills that include teamwork, multitasking ability, integrating skills into various tasks, cooperative behaviors and about community involvement.

Students involved in leadership have the opportunity to concentrate on critical thinking skills, (thinking continuously about your own thinking and acting, paying attention to the details of a task, and striving for quality via continuous improvement) as they engage in a host of leadership activities, including all aspects of climbing the leadership tree, designing, producing and selling tee shirts, and mentoring at-risk younger students during and after school, afterschool, and on weekends via activities here at school or in the neighboring community.

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

Students at Blake are given a wide range of elective choices that include: Technology, Journalism, Spanish, Art, Video Production, Band, Chorus, Strings, Physical Education, Leadership, and Teacher Assistants. Students select these based on their interests as much as possible as teachers guide them to choose the best course for their High School future. Some earn high school credits which places them ahead in their school career. Many choose to earn these credits as a way to make room for courses they would like to one day "major" in. Many select specialized academies within the high schools after taking a middle school course here at Blake that generated interest in the career.

Strategies for improving student readiness for the public postsecondary level

According to the trends in high schools in the High School Feedback Report, it appears that the availability of Algebra, foreign language and science course credits for incoming high school students is having a positive effect on graduation rates and college acceptance rates. These middle school offerings are in high demand and Blake Academy offers them all to our 7th and 8th graders. These students are recommended for these classes according to reading and math levels in order to place them into successful learning situations. Students requiring reading and math gains are selected to enroll in classes that best meet their needs. Skills are practiced and mastered before the students are placed into upper level coursework. This ensures student confidence and success as they prepare for upcoming high school challenges. Blake also offers in school, early morning and after school academic assistance to help students reach their goals.

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	63%	55%	No	67%
American Indian				
Asian				
Black/African American	42%	34%	No	48%
Hispanic	63%	55%	No	66%
White	77%	66%	No	79%
English language learners	44%	18%	No	50%
Students with disabilities	43%	16%	No	49%
Economically disadvantaged	57%	48%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	141	29%	35%
Students scoring at or above Achievement Level 4	92	19%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	305	61%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	75	60%	64%

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)	19	70%	75%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	11	41%	45%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	<i>[data excluded for privacy reasons]</i>		

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	67	42%	48%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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	60%	46%	No	64%
American Indian				
Asian				
Black/African American	42%	25%	No	48%
Hispanic	57%	50%	No	61%
White	70%	54%	No	73%
English language learners	49%	32%	No	54%
Students with disabilities	43%	12%	No	49%
Economically disadvantaged	53%	41%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	124	24%	32%
Students scoring at or above Achievement Level 4	92	18%	21%

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	62	49%	54%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	55	43%	49%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	72	24%	32%
Middle school performance on high school EOC and industry certifications	62	21%	28%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	72	86%	88%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		8%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	19	32%	35%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		9%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

Middle School Science**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	21%	27%
Students scoring at or above Achievement Level 4	11	12%	17%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		
Students scoring at or above Level 7	[data excluded for privacy reasons]		

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)	6		8
Participation in STEM-related experiences provided for students	230	10%	15%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	21	5%	3%
Students retained, pursuant to s. 1008.25, F.S.	19	4%	3%
Students who are not proficient in reading by third grade	41	56%	20%
Students who receive two or more behavior referrals	11	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	69	16%	10%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	69	23%	18%
Students who fail a mathematics course	1	1%	1%
Students who fail an English Language Arts course	0		
Students who fail two or more courses in any subject	0		
Students who receive two or more behavior referrals	14	5%	4%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	54	18%	15%

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

Increase schoolwide parental involvement

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase Parent participation in Thursday Night Lives	150	14%	20%
Increase communication with flyers and newsletters	9	10%	25%
		%	%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
--------	---------------	---------------	---------------

Goals Summary

- G1.** Increase teacher conceptual knowledge in Mathematics education
- G2.** Increase the reading skills and content knowledge of students to comprehend grade level texts.
- G3.** Establish a pervasive culture of learning

Goals Detail

G1. Increase teacher conceptual knowledge in Mathematics education

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, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal

- District math department

Targeted Barriers to Achieving the Goal

- Teachers need to be aware of research areas, new methods and consistently incorporate them into mathematics instruction and plans
- Teachers provide extensive opportunities for application and integration of math learning

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. Increase the reading skills and content knowledge of students to comprehend grade level texts.

Targets Supported

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

Resources Available to Support the Goal

- Teacher administered Individual Running Record data for 2nd - 8th grade Reading students.
- Horizontal and vertical team planning to evaluate the rigor and expectations of student work.
- Integrating the different instructional strategies in the Reading Wonders curriculum series.

Targeted Barriers to Achieving the Goal

- Students' ability to engage with long, complex texts across the content areas for an extended amount of time
- Students' limited academic vocabulary
- New Reading Wonders reading series by McGraw Hill in the elementary classrooms

Plan to Monitor Progress Toward the Goal

Teacher familiarity with the program

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

PLC notes and discussions

G3. Establish a pervasive culture of learning**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, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- PLC
- Common planning time
- Writing wall/ learning maps
- Technology experts/ equipment/ people
- PTO
- Relationships between staff and students

- Guidance counselors
- Older students mentoring and supporting younger students
- Civic Organizations
- Teacher looping
- Leadership program
- Administration
- Experienced teachers
- Choice theory training
- Community programs
- Elective programs

Targeted Barriers to Achieving the Goal

- Stakeholder engagement
- Conditions of quality not being met

Plan to Monitor Progress Toward the Goal

Monthly review of school discipline report

Person or Persons Responsible

Administration and school leadership

Target Dates or Schedule:

Monthly

Evidence of Completion:

Genesis school discipline reports

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase teacher conceptual knowledge in Mathematics education

G1.B1 Teachers need to be aware of research areas, new methods and consistently incorporate them into mathematics instruction and plans

G1.B1.S1 Have district math senior coordinator and coaches provide professional development and PLCs

Action Step 1

Math Conceptual Professional Development

Person or Persons Responsible

Target Dates or Schedule

Monthly Math PD

Evidence of Completion

Documented strategies in Lesson plans, Learning gains

Facilitator:

Math

Participants:

Math teachers

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

Classroom observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and Journey

Plan to Monitor Effectiveness of G1.B1.S1

Lesson plans, Observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Journey and Moodle

G2. Increase the reading skills and content knowledge of students to comprehend grade level texts.

G2.B1 Students' ability to engage with long, complex texts across the content areas for an extended amount of time

G2.B1.S1 Implement the "Read, Cover, Remember, Retell" strategy with instructional leveled texts during read aloud time so students will be able to comprehend grade level texts.

Action Step 1

Conduct a professional development on "Read, Cover, Remember, Retell" for reading teachers.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

During grade level PLCs, before October 15, 2013

Evidence of Completion

Documented and implemented in lesson plans

Facilitator:

Assistant Principal

Participants:

Reading Teachers in elementary and middle school levels

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

Classroom Walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Documented on the walkthrough observation form

Plan to Monitor Effectiveness of G2.B1.S1

FAIR improvement over time on the Reading Comprehension task

Person or Persons Responsible

Administration

Target Dates or Schedule

During each assessment period

Evidence of Completion

Analysis of FAIR reports

G2.B1.S4 Implementation of the Close Reading Strategy in classrooms.

Action Step 1

Conduct a professional development on "Close Reading" for reading teachers

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

During grade level PLCs, before November 1, 2013

Evidence of Completion

Documented in reading teacher's lesson plans

Facilitator:

Administration

Participants:

Elementary and Secondary Reading Teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S4

Classroom Walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Documented on the walkthrough observation form

Plan to Monitor Effectiveness of G2.B1.S4

FAIR improvement over time on the Reading Comprehension task

Person or Persons Responsible

Administration

Target Dates or Schedule

During each assessment period

Evidence of Completion

Analysis of FAIR Reports

G2.B2 Students' limited academic vocabulary

G2.B2.S1 Focus strategically on comprehension of pivotal and commonly found words (Isabel Beck's tier II words) and less on esoteric literary terms. Build students' ability to access more complex texts across the content areas.

Action Step 1

Introduce tier II vocabulary words from content rich texts daily

Person or Persons Responsible

All teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans noting the tier II vocabulary words

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

Classroom walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Notes on walkthrough form

Plan to Monitor Effectiveness of G2.B2.S1

FAIR progress monitoring

Person or Persons Responsible

K-8 grade teachers

Target Dates or Schedule

During assessment period 2 and 3

Evidence of Completion

FAIR scores for students

G2.B3 New Reading Wonders reading series by McGraw Hill in the elementary classrooms

G2.B3.S1 Professional development for K-5 teachers on the new reading series

Action Step 1

Invite a representative from the professional development department to assist K-5 teachers with the Reading Wonders reading program.

Person or Persons Responsible

Administration

Target Dates or Schedule

During the first nine weeks of school

Evidence of Completion

Calendar appointment

Facilitator:

Professional development personnel from McGraw Hill

Participants:

K-5 Reading Teachers

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Lesson plans

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plan review

Plan to Monitor Effectiveness of G2.B3.S1

Classroom walkthrough data

Person or Persons Responsible

Administratin

Target Dates or Schedule

Weekly

Evidence of Completion

Walkthrough logs

G3. Establish a pervasive culture of learning

G3.B2 Stakeholder engagement

G3.B2.S8 Increase instructional effectiveness

Action Step 1

Increase the usage of technology in the classroom

Person or Persons Responsible

Administration and technology team

Target Dates or Schedule

After school and during PLCs

Evidence of Completion

technology survey

Facilitator:

Network manager and technology coaches

Participants:

Teachers and staff

Plan to Monitor Fidelity of Implementation of G3.B2.S8

Lesson Plans and classroom observation

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Technology survey

Plan to Monitor Effectiveness of G3.B2.S8

Lesson plans and classroom observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and classroom observations

G3.B3 Conditions of quality not being met

G3.B3.S1 Provide Choice Theory and Intrinsic Motivation Professional development for all staff members and offer opportunities for parent workshops

Action Step 1

Invite a Choice Theory consultant to school to provide targeted professional development

Person or Persons Responsible

Sybille Oldham and Gwen Kessell

Target Dates or Schedule

Fall and Spring

Evidence of Completion

Consultative Service Agreement

Facilitator:

Janette McDaniel

Participants:

Staff and parents

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Classroom Walk-throughs and lesson plan reviews

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Student work samples, lesson plan documentation and classroom artifacts, charts and posters

Plan to Monitor Effectiveness of G3.B3.S1

Decrease in student discipline

Person or Persons Responsible

Administration

Target Dates or Schedule

During each nine weeks

Evidence of Completion

Analysis of discipline reports

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 II Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. Funds available to Blake Academy are used to receive additional training in thinking maps and Math Solutions. Staff professional development will be given in Dr. William Glasser's Choice theory and Marshall's levels of behavior to provide continuous improvement. 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. Blake Academy currently has an ELL paraprofessional that works specifically with the ELL student population in both individual and small group settings.

Title X- Homeless

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP).

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, dating violence, etc.

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. Increase teacher conceptual knowledge in Mathematics education

G1.B1 Teachers need to be aware of research areas, new methods and consistently incorporate them into mathematics instruction and plans

G1.B1.S1 Have district math senior coordinator and coaches provide professional development and PLCs

PD Opportunity 1

Math Conceptual Professional Development

Facilitator

Math

Participants

Math teachers

Target Dates or Schedule

Monthly Math PD

Evidence of Completion

Documented strategies in Lesson plans, Learning gains

G2. Increase the reading skills and content knowledge of students to comprehend grade level texts.

G2.B1 Students' ability to engage with long, complex texts across the content areas for an extended amount of time

G2.B1.S1 Implement the "Read, Cover, Remember, Retell" strategy with instructional leveled texts during read aloud time so students will be able to comprehend grade level texts.

PD Opportunity 1

Conduct a professional development on "Read, Cover, Remember, Retell" for reading teachers.

Facilitator

Assistant Principal

Participants

Reading Teachers in elementary and middle school levels

Target Dates or Schedule

During grade level PLCs, before October 15, 2013

Evidence of Completion

Documented and implemented in lesson plans

G2.B1.S4 Implementation of the Close Reading Strategy in classrooms.

PD Opportunity 1

Conduct a professional development on "Close Reading" for reading teachers

Facilitator

Administration

Participants

Elementary and Secondary Reading Teachers

Target Dates or Schedule

During grade level PLCs, before November 1, 2013

Evidence of Completion

Documented in reading teacher's lesson plans

G2.B3 New Reading Wonders reading series by McGraw Hill in the elementary classrooms

G2.B3.S1 Professional development for K-5 teachers on the new reading series

PD Opportunity 1

Invite a representative from the professional development department to assist K-5 teachers with the Reading Wonders reading program.

Facilitator

Professional development personnel from McGraw Hill

Participants

K-5 Reading Teachers

Target Dates or Schedule

During the first nine weeks of school

Evidence of Completion

Calendar appointment

G3. Establish a pervasive culture of learning

G3.B2 Stakeholder engagement

G3.B2.S8 Increase instructional effectiveness

PD Opportunity 1

Increase the usage of technology in the classroom

Facilitator

Network manager and technology coaches

Participants

Teachers and staff

Target Dates or Schedule

After school and during PLCs

Evidence of Completion

technology survey

G3.B3 Conditions of quality not being met

G3.B3.S1 Provide Choice Theory and Intrinsic Motivation Professional development for all staff members and offer opportunities for parent workshops

PD Opportunity 1

Invite a Choice Theory consultant to school to provide targeted professional development

Facilitator

Janette McDaniel

Participants

Staff and parents

Target Dates or Schedule

Fall and Spring

Evidence of Completion

Consultative Service Agreement

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase teacher conceptual knowledge in Mathematics education	\$5,000
G3.	Establish a pervasive culture of learning	\$23,500
Total		\$28,500

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Evidence-Based Program	Total
Budget	\$15,000	\$0	\$15,000
Lottery	\$0	\$8,500	\$8,500
instructional- Budget	\$0	\$5,000	\$5,000
Total	\$15,000	\$13,500	\$28,500

Budget Details

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

G1. Increase teacher conceptual knowledge in Mathematics education

G1.B1 Teachers need to be aware of research areas, new methods and consistently incorporate them into mathematics instruction and plans

G1.B1.S1 Have district math senior coordinator and coaches provide professional development and PLCs

Action Step 1

Math Conceptual Professional Development

Resource Type

Evidence-Based Program

Resource

Funding Source

instructional- Budget

Amount Needed

\$5,000

G3. Establish a pervasive culture of learning

G3.B2 Stakeholder engagement

G3.B2.S8 Increase instructional effectiveness

Action Step 1

Increase the usage of technology in the classroom

Resource Type

Technology

Resource

Classroom Laptops, Laptop carts, SmartBoard and Notebook software

Funding Source

Budget

Amount Needed

\$15,000

G3.B3 Conditions of quality not being met

G3.B3.S1 Provide Choice Theory and Intrinsic Motivation Professional development for all staff members and offer opportunities for parent workshops

Action Step 1

Invite a Choice Theory consultant to school to provide targeted professional development

Resource Type

Evidence-Based Program

Resource

Funding Source

Lottery

Amount Needed

\$8,500