Rosabelle W. Blake Academy

2016-17 Schoolwide Improvement Plan

Rosabelle W. Blake Academy

510 HARTSELL AVE, Lakeland, FL 33815

http://www.blakeacademy.com/

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	79%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	63%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	C*	C	C

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

Part I 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Rosabelle W. Blake Academy

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Learning For All - Whatever It Takes

The mission of the R. W. Blake Academy family is to work together to create a positive, caring environment that will empower students to understand and apply the process of learning needed for future success.

b. Provide the school's vision statement.

Blake Academy focuses on three areas to help students achieve success. The commitment of staff, students, and parents working together in each of these areas helps to ensure student success through:

* Building strong relationships
* Creating warm and caring environnments and
* Producing quality work

2. School Environment

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

Student success in the twenty-first century will be dependent on their skill in getting along with co-workers, reading, writing, math, problem solving, applying knowledge, leading, speaking and listening. The continuous progress model allows time for all students to master the academics and do competent work. This structure gives students an opportunity to get to know each other as well as the teachers. This model assists students in learning to build strong, long-term, caring relationships. Behavior that interferes with learning is not acceptable.

The Continuous Progress structure accommodates these differences and provides an environment where all children can be successful. Teams of teachers and groups of students work together with no obvious grade level designations except for those imposed by external forces. Flexible grouping methods within each classroom will include:
•Children of different developmental levels working together.
•Children of the same developmental level working together.
•Children of the same age group working together.
•Children who have the same interests working together.
•Children with specific needs working together.

Blake incorporates a looping model in order to improve relationships and student learning. Students have the same teacher in grades K-1, 2-3, and 4-5. There are many advantages to this looping structure:
•Provides a family atmosphere for learning.
•Children have the same teachers for more than one year. Students, Teachers, and Parents develop strong bonds in a culture of care and support. Student growth can be more effectively monitored. Students are exempt from the anxiety of starting a new school year with an unknown teacher.
•Advanced learners across all levels have the opportunity to be challenged in their learning.

•The amount of support and help available to all children is increased.
•Children develop social responsibility as they learn to work cooperatively.
•Leadership qualities are enhanced through group work.
•Children improve and grow academically as they explain their work.

The middle school has a family of five teachers: math, science, language arts, reading, and social studies who start with the students when they enter the sixth grade and remain with the students through the end of eighth grade. This structure allows for acceleration because of the strong relationships formed between teachers and students. The teachers' knowledge of each student and their abilities maximizes the use of instructional time and allows for considerably more growth than in a traditional middle school configuration. At the same time, however, it transitions the students in preparation for the traditional grade configuration at the high school.

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

A safe caring school environment is a top priority of the administration and faculty. A secured campus is provided and a photo ID system for all students and faculty is in place. Students who arrive to school early in the morning have the opportunity to work in the computer lab and read in the Reading Oasis room to complete academic assignments or read for pleasure with adult supervision. During the school day, students are encouraged to communicate and report any incidents that may need teacher or administrative intervention. The guidance counselors and school administrators have an open door policy to ensure open communication with students. In the afternoons, we offer Bridgecare which provides tutoring and homework help with a certified teacher.

c. 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.

At Blake Academy, we use Choice Theory. Dr. William Glasser developed this theory of human behavior that explains why people do the things they do. It explains all human behavior. Learning Choice Theory helps people understand themselves and better manage the events and people in their lives over which they have no control. Choice Theory also teaches the caring relationship habits. Learning to increase the caring habits, strengthens our interpersonal relationships and increase our happiness and satisfaction. Living our lives with conscious intention of using Choice Theory principles becomes a way of life.

The Ten Axioms of Choice Theory
1.The only person whose behavior we can control is our own.
2.All we can give another person is information.
3.All long-lasting psychological problems are relationship problems.
4.The problem relationship is always part of our present life.
5.What happened in the past has everything to do with what we are today, but we can only satisfy our basic needs right now and plan to continue satisfying them in the future.
6.We can only satisfy our needs by satisfying the pictures in our Quality World.
7.All we do is behave.
8.All behavior is Total Behavior and is made up of four components: acting, thinking, feeling and physiology.
9.All Total Behavior is chosen, but we only have direct control over the acting and thinking components. We can only control our feeling and physiology indirectly through how we choose to act and think.
10.All Total Behavior is designated by verbs and named by the part that is the most recognizable.

d. 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.

To ensure the social and emotional needs of all of our students, the following services are provided/ available: individual, whole group and small group counseling, working closely with student and teacher within the classroom setting, food sent home for the weekend, outside counseling referrals, parent-teacher conferences, mentoring program for struggling students, Trendsetters, Leadership Academy, holiday food drives and gift giving, outside resources (rent, food, electricity…) referrals, and the Hearth Program.

3. 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).

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

The Early Warning System is a program to increase the overall, at-risk, and minority graduation rate by identifying and addressing barriers that apply to the students at Blake Academy who are identified as being at risk. Students are identified as being at risk if the student is two years older than the current grade level or is absent 10% or more of the days enrolled at the school. Students can qualify in one or more categories. This information is available through IDEAS, a data tracking system utilized by the Polk County Schools.
i. For the 2015-2016 school year, there were 44 students identified who have been absent 10% or more of the days enrolled at Blake Academy. Of these 44, 29 students are in the elementary grades (K-5th) and 15 students are in the middle school grades (6th-8th).
ii. 11 students were suspended over 3 days (ISS/OSS)
iii. 54 students were listed for course failure in LA or Math
iv. Language Arts level 1's = 83 students, Math level 1's = 96 students (according to the 06/2016 data released)

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	4	9	2	6	8	6	7	2	0	0	0	0	44
One or more suspensions	0	5	5	2	8	7	17	11	7	0	0	0	0	62
Course failure in ELA or Math	0	0	2	3	7	6	4	32	0	0	0	0	0	54
Level 1 on statewide assessment	0	0	0	12	17	22	28	27	13	0	0	0	0	119

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	13	15	18	13	16	47	39	27	0	0	0	0	188

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

The interventions utilized at Blake Academy are as follows:
1. Differentiated instruction

2. iii Instruction for Language Arts and Math

3. Edgenuity for any student who had a quarter grade of D or F in a core subject.

4. Attendance tracking, letters, and phone calls to parents when a student is absent or tardy in an excessive amount.

5. Remedial courses for LA and Math for Middle School students scoring at Level 1 or 2 on state assessment in Reading and Math

6. Credit recovery is offered for middle school students earning a failing grade.

7. Grade conferencing and goal setting for students who have attendance issues.

8. Student conferencing and goal setting for ESE students at interim time to review grade reports and develop needs assessments, if necessary.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/307010.

2. Description

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

2. 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.

Blake Academy partners with several areas companies during the Great American Teach In who come into the school and present career information to K-8 students in a conference like set-up. The employees from many companies bring with them the tools they use in their career and many offer educational presentations for the benefit of our students.

C. 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).

1. School Leadership Team

a. Membership

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

Name	Title
OLDHAM, SYBILLE	Principal
Sealey , Kim	Assistant Principal
Erickson, Stacy	Teacher, K-12
Graham , Maude	Teacher, K-12
Hahn, Laura	Teacher, K-12
Thiede, Kira	School Counselor
Salaz, Amber	Teacher, K-12
Thomas, Geneva	Teacher, K-12
Champion, Rebecca	Instructional Coach
Tedder, Rachael	Assistant Principal
Fales, Bradford	Other

b. Duties

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

The MTTS 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.

2. 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.

Baseline data is gathered through August and September. Data is processed through the state of Florida's PMRN website using the FAIR-FS assessment for students in 3rd - 8th grade and STAR Early Literacy using Renaissance Learning for K - 2nd grade. Fourth through eighth grade instructional data is gathered from the previous year's FSA scores, when available.
Progress Monitoring data is gathered mid-year and toward the end of the year. FAIR and STAR Early Literacy data is processed for K - 8th grade. Other Progress Monitoring data is collected as needed for classroom or student progress. This information may be obtained by probes, Quick Reads, Fluency checks, and formative assessments.
Diagnostic Assessment data is gathered through FAIR and Running Records (IRI).

End of Year data is gathered through data provided by the Florida Standards Assessment (FSA) 3rd - 8th grades, FAIR (3rd - 8th grades), STAR Early Literacy (K - 2nd grades), End of Course (EOC) and End of Year (EOY) assessments.
Data is discussed and analyzed at least monthly at the PS/RtI Leadership Team Meetings.

Title II Professional development resources are available 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 high yield strategies, instructional strategies and the rigorous Florida Standards. Staff professional development will be given in Dr. William Glasser's Choice theory and Marshall's levels of behavior to provide continuous improvement.

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. 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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Sybille Oldham	Principal
Priscilla Walters	Education Support Employee
Nancy Gilbert-Pierce	Parent
Michelle Harvey	Parent
Kynyatta Williams	Parent
Tiffani Hayes	Parent
Diane Taylor	Parent
Rebeeca Champion	Parent
Rachael Tedder	Education Support Employee
Kim Sealey	Education Support Employee

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC assisted with brainstorming and reviewing the parts of the School Improvement Plan that needed to be continued for full implementation in order to increase student achievement.

b. Development of this school improvement plan

The SAC will assist with brainstorming and reviewing the parts of the SIP that need to be continued for full implementation and increase student achievement.

c. Preparation of the school's annual budget and plan

To be determined based on the state awarding of funds.

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

$3000 was received last year and used for secretarial assistance during summer school for the 2016 school year.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
OLDHAM, SYBILLE	Principal
Sealey , Kim	Assistant Principal
Graham , Maude	Teacher, K-12
Hahn, Laura	Teacher, K-12
Thiede, Kira	School Counselor
Thomas, Geneva	Teacher, K-12
Fales, Bradford	Teacher, K-12
Cardo, Lesley	Teacher, K-12
Wing, Kristina	Teacher, K-12
Epps, Heather	Teacher, K-12
Salaz, Amber	Teacher, K-12
Beardsley, Brittani	Teacher, K-12
Wetherington, Antje	Teacher, K-12
Champion, Rebecca	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The purpose of the LLT is to review curriculum procedures and instructional strategies to ensure increased student achievement. The LLT will also be reviewing specific students to ensure their social and emotional needs are being met. The LLT has and will use Accelerated Reader in Kindergarten-Fifth grade. The teacher will goal set with the students and the school with celebrate students' successful accomplishment of meeting their reading goal. We also offer several extracurricular clubs

to reinforce reading such as the after school book club, Girls Scouts, Sunshine State Readers, Reading Pal and Mentors.

D. 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).

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

Teachers share a common planning time during the day for planning activities. Administration and the Literacy Coach meets with each grade level on a weekly basis to review plans to ensure the relevant and rigorous instructional strategies based on Florida State Standards are implemented with fidelity across grade level classrooms. The administrative team review lesson plans on a weekly basis and provide teacher feedback and coaching.

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

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

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

Blake Academy has a full time mentor release teacher from the district that will be working with two of our new teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Through collaborative and vertical planning, educators plan instruction using PCSB Learning maps and the core instructional programs for Polk County Schools. Teachers use district adopted instructional materials, along with supplemental resources (such as Achieve 3000 and CPALMS) to ensure that classroom instruction is based on Florida's standards. The school's literacy coach will assist with providing professional development to ensure teachers are integrating writing and reading standards through core content. District coaches provide professional development in Math and Science to assist both administrators and teachers in the implementation of the rigor in the Florida standards.

b. Instructional Strategies

1. 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.

Data is used to provide differentiation in the classrooms, assist with placing students in courses and meet the varied academic needs of students. All students in third through eighth grades participate in the FAIR assessment 4 times throughout the year. The FAIR data is used to differentiate classroom instruction for students who show a deficiency in reading components. All students in K-8th grade participate in the IBPT for reading and math in order to gather additional evidence of reading or math skill deficiency. Students also are involved in writing benchmark assessments three times a year and classroom teachers plan instruction according to information gleaned within the class/section/grade level assessments. In addition K-2 students take the STAR Early Literacy Assessment three times during the year to provide differentiation data as well as instructional suggestions based on the data.

2. 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: Extended School Day

Minutes added to school year: 3,360

Teen Trendsetters Mentoring Program (Barbara Bush Foundation)
8th grade students become Trendsetters by mentoring 2nd and graders who have fallen behind their peers in reading. Teens provide one-on-one reading attention to younger children for two hours a week (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.

Extended Learning Opportunities
Students who need extra help in Reading and Math are invited to attend tutoring and/or grade recovery sessions after school on Tuesday and Thursdays from 3:15 - 4:30 p.m. Students also have the opportunity to attend Saturday morning sessions from 8:00 - noon. Certified teachers are available to assist students with mastering grade level standards in order to improve their grades.

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 Rationale

Additional opportunities to infuse literacy into the day in many different venues and groups.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
OLDHAM, SYBILLE, sybille.oldham@polk-fl.net

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

2. Student Transition and Readiness

a. 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).

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

Blake Academy has established strong partnerships with our 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.

b. College and Career Readiness

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

Students at Blake are given a wide range of elective choices that include: Technology, Journalism, Spanish, Art, Video Production, Band, Chorus, Drama, Strings, Physical Education and Leadership. 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.

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

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.

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

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.

4. 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.

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

1 = Problem Solving Step   S123456 = Quick Key

Strategic Goals Summary

G1.   Strengthen relations between home, school and community.

G2.   All teachers will provide standards-based instruction across curriculums resulting in increased student engagement and achievement.

G3.   Create and sustain a pervasive culture of learning behaviors and respect for all the members of the Blake family which includes students, teachers and staff.

Strategic Goals Detail

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

G1. Strengthen relations between home, school and community. 1a

🔑 G087508

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	70.0

Targeted Barriers to Achieving the Goal 3

- Communication

- Some parents need additional positive experiences with school

Resources Available to Help Reduce or Eliminate the Barriers 2

- Student Agendas to communicate between home to school

- Blake Facebook Page

- Monthly school newsletter

- Blake Website

- Monthly Thursday Night Live Parent Events

- Love and Logic Parent Meetings

Plan to Monitor Progress Toward G1. 8

Review the survey data from parents

Person Responsible
SYBILLE OLDHAM

Schedule
Semiannually, from 12/2/2016 to 5/12/2017

Evidence of Completion
Survey results about increased communication from school to home using the student agendas

G2. All teachers will provide standards-based instruction across curriculums resulting in increased student engagement and achievement. 1a

🔍 G087509

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	63.0
FSA Mathematics Achievement	65.0
Statewide Science Assessment Achievement	53.0
ELA/Reading Gains	66.0
ELA/Reading Lowest 25% Gains	53.0
Math Gains	64.0
Math Lowest 25% Gains	54.0
Civics EOC Pass	84.0

Targeted Barriers to Achieving the Goal 3

- Lack of varied instructional materials

- Teachers lack of conceptual content knowledge within the Florida Standards

- Students learning gaps and misconceptions with non-fiction content

- Time to collaboratively plan for rigorous instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- FDLRS Professional Development Series on Differentiated Instruction

- Dana Center Training

- Vertical planning

- Gradual release model

- Close Reading model

- Professional Development book library

- FEAP Guideline and Information

- Collaborative Planning meetings

- Use of PCSB Learning Maps

- The book, "Great Habits, Great Readers"

- CPALMS

- CCC Streaming

- Reading Wonders Instructional Resources for K-5 students

- Achieve 3000 program for middle school students

- Voyager Passport Journeys for middle school students

- www.newsELA.com website for elementary science

- www.readworks.org website for elementary science

- www.tweentribune.com website for elementary science

- www.noaa.gov website for secondary science

- www.learntci.com website for secondary social studies

- www.thinkcentral.com for K-8 math students

- www.algebranation.com for 7th and 8th grade Algebra students

- Academic Leadership team members

- Regional content coaches

- Professional Learning Communities

- Khan Academy

- Common planning time for each grade level

- Collaborative planning agenda

- Pre-lesson guides to assist with student misconceptions

- Student screening and diagnostic guides to assist with student learning levels

- Formal and informal data

- TLC Academy teachers participating in professional developments and sharing information back at the school

- Smarty Ants Reading Program for K-2 students

Plan to Monitor Progress Toward G2. 8

FAIR Progress Monitoring Data (grades 3-8)

Person Responsible
SYBILLE OLDHAM

Schedule
Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion
FAIR school and grade level reports

Plan to Monitor Progress Toward G2. 8

STAR Early Literacy Assessment (K-2)

Person Responsible
SYBILLE OLDHAM

Schedule
Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion
Analysis of data toward mastery of grade level standards

G3. Create and sustain a pervasive culture of learning behaviors and respect for all the members of the Blake family which includes students, teachers and staff. 1a

🔍 G087510

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	450.0
Attendance rate	97.0

Targeted Barriers to Achieving the Goal 3

- Lack of common expectations, manners and follow through for student procedures across the campus
- Fixed mind set by students and staff

Resources Available to Help Reduce or Eliminate the Barriers 2

- PLC
- Monthly Thursday Night Live program
- Blake Communication Agendas
- Parent and Student Portals
- SchoolMessenger
- Established 7 Caring Habits
- Glasser Advanced and Certified Faculty members
- PCSB Code of Conduct
- Blake Discipline Committee
- Perception Check between student and teacher (teams)
- CHAMPS Program

Plan to Monitor Progress Toward G3. 8

Monthly review of school discipline report

Person Responsible
SYBILLE OLDHAM

Schedule
Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion
Genesis school discipline reports

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. Strengthen relations between home, school and community. 1

🔍 G087508

G1.B1 Communication 2

🔍 B232614

G1.B1.S1 Ensure that each student has an agenda in order to communicate between home and school. 4

🔍 S245532

Strategy Rationale

Agendas are an important ways for teachers and parents to stay in contact with each other on a daily basis.

Action Step 1 5

Utilize agendas for all K-8 students to use in order to communicate standards-based learning in the classroom

Person Responsible

SYBILLE OLDHAM

Schedule

On 8/15/2016

Evidence of Completion

Email each teacher to ensure each student received a free agenda the first day of school

Action Step 2 5

Utilize the Blake Academy Facebook page to post information for parents

Person Responsible

Bradford Fales

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Facebook posts

Action Step 3 `5`

Monthly parent meetings (TNL) to give information about standards, instruction and standardized testing

Person Responsible

SYBILLE OLDHAM

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Sign-in sheets, TNL Agendas

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

Random agenda checks across grade levels

Person Responsible

SYBILLE OLDHAM

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Agenda checklist for ensuring parent/teacher communication

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

Survey the parents at the end of the year about the effectiveness of the agendas for improving communication

Person Responsible

SYBILLE OLDHAM

Schedule

Semiannually, from 12/2/2016 to 5/5/2017

Evidence of Completion

Completed surveys from parents

G1.B4 Some parents need additional positive experiences with school 2

🔑 B232617

G1.B4.S1 Love and Logic Parent Workshops 4

🔑 S245533

Strategy Rationale

Opportunities for parents to engage with the school and learn about strategies to help children at home and at school.

Action Step 1 5

Present Love and Logic Parent Workshops at Blake Academy

Person Responsible

Kira Thiede

Schedule

On 11/17/2016

Evidence of Completion

Parent Sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Meet with the guidance team prior to parent workshops in order to review agendas and content

Person Responsible

SYBILLE OLDHAM

Schedule

Weekly, from 10/14/2016 to 11/17/2016

Evidence of Completion

Parent workshop agendas and meeting minutes from the feedback session

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Survey parents about the Love and Logic Parent Workshop

Person Responsible

Kira Thiede

Schedule

Weekly, from 10/18/2016 to 11/17/2016

Evidence of Completion

Parent surveys

G2. All teachers will provide standards-based instruction across curriculums resulting in increased student engagement and achievement. `1`

🔍 G087509

G2.B1 Lack of varied instructional materials `2`

🔍 B232618

G2.B1.S4 Utilize the Smarty Ants program for K-2 ELA classrooms `4`

🔍 S245537

Strategy Rationale

Utilize a variety of instructional programs and materials for all students in order to increase reading capacity in K-2 students

Action Step 1 `5`

Introduce and professionally develop all K-2 ELA teachers on the Smarty Ants program.

Person Responsible

SYBILLE OLDHAM

Schedule

Monthly, from 11/7/2016 to 4/3/2017

Evidence of Completion

PD Sign-in sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S4 `6`

Review Smarty Ants student reports

> **Person Responsible**
>
> SYBILLE OLDHAM
>
> **Schedule**
>
> Monthly, from 9/26/2016 to 6/2/2017
>
> *Evidence of Completion*
>
> PLC Agendas with Smarty Ants Data Interpretation and planning noted

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 `7`

Review the student reports with teachers in PLCs

> **Person Responsible**
>
> SYBILLE OLDHAM
>
> **Schedule**
>
> Monthly, from 9/26/2016 to 6/2/2017
>
> *Evidence of Completion*
>
> Teacher sign-in sheets to PLCs, Meeting Agendas

G2.B1.S5 Utilize the STRIDE Program in 3rd - 8th grade classrooms 4

🔑 S245538

Strategy Rationale

Utilize a variety of instructional programs and materials for all student in order to increase reading capacity in 3rd - 8th grade students

Action Step 1 5

Incorporate the STRIDE program into the 3rd - 8th grade ELA classrooms

Person Responsible

SYBILLE OLDHAM

Schedule

Daily, from 8/29/2016 to 6/2/2017

Evidence of Completion

Review STRIDE reports

Plan to Monitor Fidelity of Implementation of G2.B1.S5 6

Monthly data PLCs will include STRIDE data reports on student program progress

Person Responsible

SYBILLE OLDHAM

Schedule

Monthly, from 8/29/2016 to 5/25/2017

Evidence of Completion

PLC agendas and meeting minutes

Plan to Monitor Effectiveness of Implementation of G2.B1.S5 7

Review student participation data reports on student progress

Person Responsible

SYBILLE OLDHAM

Schedule

Monthly, from 8/29/2016 to 5/23/2017

Evidence of Completion

PLC agenda and minutes

G2.B2 Teachers lack of conceptual content knowledge within the Florida Standards 2

🔑 B232619

G2.B2.S1 BBY Training for K-8 math teachers 4

🔑 S245539

Strategy Rationale

Conceptual understanding of math standards using concrete representations for deeper student understanding.

Action Step 1 5

Sign up teachers for BBY Training and follow-up

Person Responsible

SYBILLE OLDHAM

Schedule

On 12/30/2016

Evidence of Completion

PD Sign-up sheet

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Classroom walkthroughs and Lesson plan checks

> **Person Responsible**
>
> SYBILLE OLDHAM
>
> **Schedule**
>
> On 6/5/2015
>
> ***Evidence of Completion***
>
> Lesson plan notes and checklist

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Verbal and written feedback on curriculum standards alignment

> **Person Responsible**
>
> SYBILLE OLDHAM
>
> **Schedule**
>
> On 6/2/2017
>
> ***Evidence of Completion***
>
> Written artifacts

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Alignment of Coaching Feedback

> **Person Responsible**
>
> Kim Sealey
>
> **Schedule**
>
> Biweekly, from 8/29/2016 to 6/2/2017
>
> ***Evidence of Completion***
>
> Written artifacts Carbon coaching documentation forms

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

> ### Person Responsible
>
> ### Schedule
>
> ### *Evidence of Completion*

G2.B4 Students learning gaps and misconceptions with non-fiction content `2`
🔑 B232621

> **G2.B4.S1** Teachers will use a structured formative assessment plan to gather data to ensure misconceptions are corrected. `4`
> 🔑 S245540

> ### Strategy Rationale
>
> Continuous improvement model

Action Step 1 `5`

Teachers will receive professional development on how to use formative assessments to inform instruction.

> ### Person Responsible
>
> SYBILLE OLDHAM
>
> ### Schedule
>
> Monthly, from 8/25/2015 to 6/7/2016
>
> ### *Evidence of Completion*

Plan to Monitor Fidelity of Implementation of G2.B4.S1 `6`

Review lesson plans to ensure formative assessment plan is used with fidelity.

Person Responsible

SYBILLE OLDHAM

Schedule

Weekly, from 9/14/2015 to 6/7/2016

Evidence of Completion

Schedule of lesson plan monitoring for each administrator is created. Discussion about teacher's classrooms, lesson plans and classroom monitoring is discussed during administrative leader meetings.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 `7`

Collaborative Planning sessions in grade levels with administrators/coaches

Person Responsible

SYBILLE OLDHAM

Schedule

Weekly, from 9/14/2015 to 6/7/2016

Evidence of Completion

Collaborative planning and monitoring administration schedule

G2.B4.S2 Develop deeper understanding of concepts in science and social studies [4]

🔑 S245541

Strategy Rationale

Decrease the learning gaps and misconceptions with non-fiction content

Action Step 1 [5]

Utilize Mini Q's Binders for Florida History and History in 6th - 8th grade Social Studies classes

Person Responsible

SYBILLE OLDHAM

Schedule

On 6/2/2017

Evidence of Completion

Review student work/responses during weekly collaborative planning sessions

Action Step 2 [5]

Incorporate Science Studies Weekly into 2nd - 5th grade Social Studies classes

Person Responsible

SYBILLE OLDHAM

Schedule

On 6/2/2017

Evidence of Completion

Review student work/responses during weekly collaborative planning sessions

Plan to Monitor Fidelity of Implementation of G2.B4.S2 [6]

Review student work/lesson plans incorporating these resources into lessons

Person Responsible

SYBILLE OLDHAM

Schedule

Weekly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Lesson plans incorporating these resources

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 7

Give students an anticipation guide prior to the lesson and compare the data to the formative assessment at the end of the lesson

Person Responsible

SYBILLE OLDHAM

Schedule

Monthly, from 9/12/2016 to 5/26/2017

Evidence of Completion

A class spreadsheet with student scores which includes the anticipation guide and a score for the formative assessment

G2.B5 Time to collaboratively plan for rigorous instruction 2
🔑 B232622

G2.B5.S1 Grade level collaborative planning time 4
🔑 S245542

Strategy Rationale

Grade level discussion and instructional planning for student improvement

Action Step 1 5

Collaborative grade level planning times

Person Responsible

SYBILLE OLDHAM

Schedule

Weekly, from 8/30/2016 to 5/23/2017

Evidence of Completion

Minutes of the Grade Level Planning meetings

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Review grade level lesson plans and student data

Person Responsible

SYBILLE OLDHAM

Schedule

Weekly, from 8/30/2016 to 6/2/2017

Evidence of Completion

Lesson plans for individual and small group of students posted on teacher plans

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Administrator and/or Reading Coach will be present to assist with planning

Person Responsible

SYBILLE OLDHAM

Schedule

Weekly, from 8/30/2016 to 6/2/2017

Evidence of Completion

Student data from benchmark assessments

G3. Create and sustain a pervasive culture of learning behaviors and respect for all the members of the Blake family which includes students, teachers and staff. 1

🔑 G087510

G3.B2 Lack of common expectations, manners and follow through for student procedures across the campus 2

🔑 B232624

G3.B2.S3 A systematic approach to discipline across campus to communicate issues that may arise during school hours. 4

🔑 S245546

> **Strategy Rationale**
>
> Communicating issues with parents to ensure a clear understanding of expectations and procedures.

> **Action Step 1** 5
>
> Create a structured plan for discipline issues
>
> > **Person Responsible**
> >
> > SYBILLE OLDHAM
> >
> > **Schedule**
> >
> > Monthly, from 8/8/2016 to 6/2/2017
> >
> > ***Evidence of Completion***
> >
> > Published MTSS/Rti school-wide documents

> **Action Step 2** 5
>
> Implement the CHAMPS and STOIC Programs school-wide
>
> > **Person Responsible**
> >
> > SYBILLE OLDHAM
> >
> > **Schedule**
> >
> > Monthly, from 8/15/2016 to 6/2/2017
> >
> > ***Evidence of Completion***
> >
> > Posters across the campus, Observations in classrooms and common areas of the school, Sign-in sheets for professional learning

Plan to Monitor Fidelity of Implementation of G3.B2.S3 `6`

Review discipline data for trends

> **Person Responsible**
>
> SYBILLE OLDHAM
>
> **Schedule**
>
> Monthly, from 8/15/2016 to 6/2/2017
>
> *Evidence of Completion*
>
> Meeting agendas with Support Staff and Leadership Team

Plan to Monitor Effectiveness of Implementation of G3.B2.S3 `7`

Discipline Committee Meetings

> **Person Responsible**
>
> SYBILLE OLDHAM
>
> **Schedule**
>
> Monthly, from 8/15/2016 to 6/2/2017
>
> *Evidence of Completion*
>
> Looking at the number and type of classroom referrals

G3.B3 Fixed mind set by students and staff 2

🔑 B232625

G3.B3.S1 Conduct a Book study with "Engaging Students with Poverty in Mind" by Eric Jensen. 4

🔑 S245547

Strategy Rationale

Opportunity for teachers to learn more about students of poverty

Action Step 1 5

Conduct a book study with teachers

Person Responsible

SYBILLE OLDHAM

Schedule

Biweekly, from 11/3/2016 to 12/16/2016

Evidence of Completion

Teacher reflections from the PLC sessions

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Conversations about instructional strategies used during collaborative planning sessions

Person Responsible

SYBILLE OLDHAM

Schedule

Weekly, from 1/3/2017 to 5/25/2017

Evidence of Completion

Meeting notes

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 `7`

Review lesson plans to ensure different instructional strategies are used that help students of poverty learn the content

Person Responsible

SYBILLE OLDHAM

Schedule

Weekly, from 1/3/2017 to 5/30/2017

Evidence of Completion

Lesson Plan checksheet

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B2.S1.MA4 M331027	[no content entered]		No Start Date		No End Date once
G2.B2.S1.MA1 M331028	Classroom walkthroughs and Lesson plan checks	OLDHAM, SYBILLE	10/1/2014	Lesson plan notes and checklist	6/5/2015 one-time
G2.B4.S1.MA1 M331029	Collaborative Planning sessions in grade levels with administrators/ coaches	OLDHAM, SYBILLE	9/14/2015	Collaborative planning and monitoring administration schedule	6/7/2016 weekly
G2.B4.S1.MA1 M331030	Review lesson plans to ensure formative assessment plan is used with fidelity.	OLDHAM, SYBILLE	9/14/2015	Schedule of lesson plan monitoring for each administrator is created. Discussion about teacher's classrooms, lesson plans and classroom monitoring is discussed during administrative leader meetings.	6/7/2016 weekly
G2.B4.S1.A1 A317906	Teachers will receive professional development on how to use formative assessments to inform...	OLDHAM, SYBILLE	8/25/2015		6/7/2016 monthly
G1.B1.S1.A1 A317898	Utilize agendas for all K-8 students to use in order to communicate standards-based learning in the...	OLDHAM, SYBILLE	7/25/2016	Email each teacher to ensure each student received a free agenda the first day of school	8/15/2016 one-time
G1.B4.S1.MA1 M331016	Survey parents about the Love and Logic Parent Workshop	Thiede, Kira	10/18/2016	Parent surveys	11/17/2016 weekly
G1.B4.S1.MA1 M331017	Meet with the guidance team prior to parent workshops in order to review agendas and content	OLDHAM, SYBILLE	10/14/2016	Parent workshop agendas and meeting minutes from the feedback session	11/17/2016 weekly
G1.B4.S1.A1 A317901	Present Love and Logic Parent Workshops at Blake Academy	Thiede, Kira	10/18/2016	Parent Sign-in sheets	11/17/2016 one-time
G3.B3.S1.A1 A317913	Conduct a book study with teachers	OLDHAM, SYBILLE	11/3/2016	Teacher reflections from the PLC sessions	12/16/2016 biweekly
G2.B2.S1.A1 A317905	Sign up teachers for BBY Training and follow-up	OLDHAM, SYBILLE	8/1/2016	PD Sign-up sheet	12/30/2016 one-time
G2.B1.S4.A1 A317903	Introduce and professionally develop all K-2 ELA teachers on the Smarty Ants program.	OLDHAM, SYBILLE	11/7/2016	PD Sign-in sheets	4/3/2017 monthly
G1.B1.S1.MA1 M331014	Survey the parents at the end of the year about the effectiveness of the agendas for improving...	OLDHAM, SYBILLE	12/2/2016	Completed surveys from parents	5/5/2017 semiannually
G1.MA1 M331018	Review the survey data from parents	OLDHAM, SYBILLE	12/2/2016	Survey results about increased communication from school to home using the student agendas	5/12/2017 semiannually
G2.B5.S1.A1 A317909	Collaborative grade level planning times	OLDHAM, SYBILLE	8/30/2016	Minutes of the Grade Level Planning meetings	5/23/2017 weekly
G2.B1.S5.MA1 M331023	Review student participation data reports on student progress	OLDHAM, SYBILLE	8/29/2016	PLC agenda and minutes	5/23/2017 monthly
G3.B3.S1.MA1 M331042	Conversations about instructional strategies used during collaborative planning sessions	OLDHAM, SYBILLE	1/3/2017	Meeting notes	5/25/2017 weekly
G2.B1.S5.MA1 M331024	Monthly data PLCs will include STRIDE data reports on student program progress	OLDHAM, SYBILLE	8/29/2016	PLC agendas and meeting minutes	5/25/2017 monthly
G2.B4.S2.MA1 M331031	Give students an anticipation guide prior to the lesson and compare the data to the formative...	OLDHAM, SYBILLE	9/12/2016	A class spreadsheet with student scores which includes the anticipation	5/26/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				guide and a score for the formative assessment	
G2.B4.S2.MA1 M331032	Review student work/lesson plans incorporating these resources into lessons	OLDHAM, SYBILLE	9/12/2016	Lesson plans incorporating these resources	5/26/2017 weekly
G3.B3.S1.MA1 M331041	Review lesson plans to ensure different instructional strategies are used that help students of...	OLDHAM, SYBILLE	1/3/2017	Lesson Plan checksheet	5/30/2017 weekly
G2.MA1 M331035	FAIR Progress Monitoring Data (grades 3-8)	OLDHAM, SYBILLE	8/15/2016	FAIR school and grade level reports	6/2/2017 quarterly
G2.MA2 M331036	STAR Early Literacy Assessment (K-2)	OLDHAM, SYBILLE	8/15/2016	Analysis of data toward mastery of grade level standards	6/2/2017 quarterly
G3.MA1 M331043	Monthly review of school discipline report	OLDHAM, SYBILLE	8/15/2016	Genesis school discipline reports	6/2/2017 monthly
G1.B1.S1.MA1 M331015	Random agenda checks across grade levels	OLDHAM, SYBILLE	8/15/2016	Agenda checklist for ensuring parent/ teacher communication	6/2/2017 monthly
G1.B1.S1.A2 A317899	Utilize the Blake Academy Facebook page to post information for parents	Fales, Bradford	8/15/2016	Facebook posts	6/2/2017 monthly
G1.B1.S1.A3 A317900	Monthly parent meetings (TNL) to give information about standards, instruction and standardized...	OLDHAM, SYBILLE	8/15/2016	Sign-in sheets, TNL Agendas	6/2/2017 monthly
G2.B2.S1.MA1 M331025	Verbal and written feedback on curriculum standards alignment	OLDHAM, SYBILLE	9/1/2016	Written artifacts	6/2/2017 one-time
G2.B2.S1.MA3 M331026	Alignment of Coaching Feedback	Sealey , Kim	8/29/2016	Written artifacts Carbon coaching documentation forms	6/2/2017 biweekly
G2.B5.S1.MA1 M331033	Administrator and/or Reading Coach will be present to assist with planning	OLDHAM, SYBILLE	8/30/2016	Student data from benchmark assessments	6/2/2017 weekly
G2.B5.S1.MA1 M331034	Review grade level lesson plans and student data	OLDHAM, SYBILLE	8/30/2016	Lesson plans for individual and small group of students posted on teacher plans	6/2/2017 weekly
G2.B4.S2.A1 A317907	Utilize Mini Q's Binders for Florida History and History in 6th - 8th grade Social Studies classes	OLDHAM, SYBILLE	9/26/2016	Review student work/responses during weekly collaborative planning sessions	6/2/2017 one-time
G2.B4.S2.A2 A317908	Incorporate Science Studies Weekly into 2nd - 5th grade Social Studies classes	OLDHAM, SYBILLE	9/19/2016	Review student work/responses during weekly collaborative planning sessions	6/2/2017 one-time
G3.B2.S3.MA1 M331039	Discipline Committee Meetings	OLDHAM, SYBILLE	8/15/2016	Looking at the number and type of classroom referrals	6/2/2017 monthly
G3.B2.S3.MA1 M331040	Review discipline data for trends	OLDHAM, SYBILLE	8/15/2016	Meeting agendas with Support Staff and Leadership Team	6/2/2017 monthly
G3.B2.S3.A1 A317911	Create a structured plan for discipline issues	OLDHAM, SYBILLE	8/8/2016	Published MTSS/Rti school-wide documents	6/2/2017 monthly
G3.B2.S3.A2 A317912	Implement the CHAMPS and STOIC Programs school-wide	OLDHAM, SYBILLE	8/15/2016	Posters across the campus, Observations in classrooms and common areas of the school, Sign-in sheets for professional learning	6/2/2017 monthly
G2.B1.S4.MA1 M331021	Review the student reports with teachers in PLCs	OLDHAM, SYBILLE	9/26/2016	Teacher sign-in sheets to PLCs, Meeting Agendas	6/2/2017 monthly
G2.B1.S4.MA1 M331022	Review Smarty Ants student reports	OLDHAM, SYBILLE	9/26/2016	PLC Agendas with Smarty Ants Data Interpretation and planning noted	6/2/2017 monthly
G2.B1.S5.A1 A317904	Incorporate the STRIDE program into the 3rd - 8th grade ELA classrooms	OLDHAM, SYBILLE	8/29/2016	Review STRIDE reports	6/2/2017 daily

V. Professional Development Opportunities

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

G2. All teachers will provide standards-based instruction across curriculums resulting in increased student engagement and achievement.

G2.B1 Lack of varied instructional materials

G2.B1.S4 Utilize the Smarty Ants program for K-2 ELA classrooms

PD Opportunity 1

Introduce and professionally develop all K-2 ELA teachers on the Smarty Ants program.

Facilitator

Rebecca Champion

Participants

All K-2 ELA teachers

Schedule

Monthly, from 11/7/2016 to 4/3/2017

G2.B2 Teachers lack of conceptual content knowledge within the Florida Standards

G2.B2.S1 BBY Training for K-8 math teachers

PD Opportunity 1

Sign up teachers for BBY Training and follow-up

Facilitator

Libby Pollett

Participants

K-5 Math Classroom teachers

Schedule

On 12/30/2016

G2.B4 Students learning gaps and misconceptions with non-fiction content

G2.B4.S1 Teachers will use a structured formative assessment plan to gather data to ensure misconceptions are corrected.

PD Opportunity 1

Teachers will receive professional development on how to use formative assessments to inform instruction.

Facilitator

Robin Hummel

Participants

All content level teachers

Schedule

Monthly, from 8/25/2015 to 6/7/2016

G3. Create and sustain a pervasive culture of learning behaviors and respect for all the members of the Blake family which includes students, teachers and staff.

G3.B2 Lack of common expectations, manners and follow through for student procedures across the campus

G3.B2.S3 A systematic approach to discipline across campus to communicate issues that may arise during school hours.

PD Opportunity 1

Implement the CHAMPS and STOIC Programs school-wide

Facilitator

Jock Willers, Jamie Burris, Sybille Oldham

Participants

All Blake Staff

Schedule

Monthly, from 8/15/2016 to 6/2/2017

G3.B3 Fixed mind set by students and staff

G3.B3.S1 Conduct a Book study with "Engaging Students with Poverty in Mind" by Eric Jensen.

PD Opportunity 1

Conduct a book study with teachers

Facilitator

Mrs. Sybille Oldham

Participants

Teachers

Schedule

Biweekly, from 11/3/2016 to 12/16/2016

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Utilize agendas for all K-8 students to use in order to communicate standards-based learning in the classroom				$2,715.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	1861 - Rosabelle W. Blake Academy	Title I, Part A		$2,715.00
			Notes: Notes			
2	G1.B1.S1.A2	Utilize the Blake Academy Facebook page to post information for parents				$0.00
3	G1.B1.S1.A3	Monthly parent meetings (TNL) to give information about standards, instruction and standardized testing				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1861 - Rosabelle W. Blake Academy			$2,000.00
4	G1.B4.S1.A1	Present Love and Logic Parent Workshops at Blake Academy				$750.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1861 - Rosabelle W. Blake Academy			$750.00
5	G2.B1.S4.A1	Introduce and professionally develop all K-2 ELA teachers on the Smarty Ants program.				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1861 - Rosabelle W. Blake Academy			$2,000.00
			Notes: Notes			
6	G2.B1.S5.A1	Incorporate the STRIDE program into the 3rd - 8th grade ELA classrooms				$0.00
7	G2.B2.S1.A1	Sign up teachers for BBY Training and follow-up				$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400		1861 - Rosabelle W. Blake Academy	Title I, Part A		$3,000.00
			Notes: Notes			
8	G2.B4.S1.A1	Teachers will receive professional development on how to use formative assessments to inform instruction.				$0.00
9	G2.B4.S2.A1	Utilize Mini Q's Binders for Florida History and History in 6th - 8th grade Social Studies classes				$594.00

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3290	341039-SUPPLIES - EDUCATIONAL	1861 - Rosabelle W. Blake Academy	Title I, Part A		$594.00
			Notes: Notes			
10	G2.B4.S2.A2	**Incorporate Science Studies Weekly into 2nd - 5th grade Social Studies classes**				**$403.17**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		341039-SUPPLIES - EDUCATIONAL	1861 - Rosabelle W. Blake Academy	Title I, Part A		$403.17
			Notes: Notes			
11	G2.B5.S1.A1	**Collaborative grade level planning times**				**$11,988.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		140-Substitute Teachers	1861 - Rosabelle W. Blake Academy	Title I, Part A		$11,988.00
			Notes: Notes			
12	G3.B2.S3.A1	**Create a structured plan for discipline issues**				**$0.00**
13	G3.B2.S3.A2	**Implement the CHAMPS and STOIC Programs school-wide**				**$0.00**
14	G3.B3.S1.A1	**Conduct a book study with teachers**				**$450.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1861 - Rosabelle W. Blake Academy			$450.00
					Total:	**$23,900.17**