

Polk County Public Schools

Rosabelle W. Blake Academy



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	77%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Rosabelle W. Blake Academy

DA Region and RED	DA Category and Turnaround Status
Southwest -	- 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 environments 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 2016-2017 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 = 79 students, Math level 1's = 115 students (according to the 06/2017 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	21	32	41	55	34	42	0	0	0	0	225

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Blake Academy continually works at building positive relationships with families in many different ways. During our orientation at the beginning of the school year, a staff member invites parents to become involved in Blake Academy by volunteering and mentoring. The Blake representative informs parents about the volunteer process and mentoring opportunities. Additionally, Blake Academy has a school website with upcoming events and the school mission and vision posted as well as other pertinent information about the school for parents and community members to view. The administrative staff maintains a Facebook page to update members on upcoming events and information. All students have a daily agenda for communication between the classroom and home. Teachers communicate with parents using the student agenda, telephone calls, text messages and face-to-face meetings throughout the year. On the first Thursday of each month, we have our Thursday Night Live parent evening. Parents are invited to the school for a light supper and an evening of instructional strategies to help children with their academics at home. On the first Thursday evening in September, Blake opens classrooms for the annual "Open House" to meet with families about academic expectations. Each October, Blake has their annual free Fall Festival for families to come and enjoy a day of connecting with teachers and staff members. In November, we invite families and community members for our annual Veterans Breakfast to communicate our commitment to the service of our country throughout the school environment.

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

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
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
Dunnells, Tanya	Assistant Principal

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 STAR and Running Records (IRI). End of Year data is gathered through data provided by the Florida Standards Assessment (FSA) 3rd - 8th grades, STAR (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
Nancy Gilbert-Pierce	Parent
Michelle Harvey	Parent
Kynyatta Williams	Parent
Tiffani Hayes	Parent
Diane Taylor	Parent
Rebecca Champion	Parent
Rachael Tedder	Education Support Employee
Tanya Dunnells	Education Support Employee
	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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. The SAC will determine how and what the school's priorities are and how the funds will be spent.

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

\$000 was received last year and used for additional staffing for the network manager and during summer school for the 2017 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
	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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Specifically in regards to ELA we are working to increase rigor and core instruction, in writing we are focusing on evidence and elaboration, we are also planning to increase fluency. In Math instruction we have added an instructional coach. We are focusing on increasing rigor in core instruction and monitoring fact fluency.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Based on the data we determined that teacher stability is vital, in grades where there were teacher transitions mid year the students did not do as well. We ensured the school was fully staffed for the start of the year and have put supports in place to help new teachers feel supported. Supports include mentors, monthly meetings, and coaches.

C. Strategic Goals

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.** To increase the effectiveness of core instruction teachers will develop and deliver data based lessons teaching to the full depth of the standard and engage all learners.
- G2.** Strengthen, create and sustain a pervasive culture of learning behaviors and respect for all the members of the Blake family which includes students, teachers, staff, and community.

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. To increase the effectiveness of core instruction teachers will develop and deliver data based lessons teaching to the full depth of the standard and engage all learners. 1a

G099111

Targets Supported 1b

Indicator	Annual Target
Effective+ Administrators	70.0
ELA Achievement District Assessment	70.0
Math Achievement District Assessment	70.0
5Es Score: Collaborative Teachers	70.0

Targeted Barriers to Achieving the Goal 3

- Time
- Teacher buy-in
- Follow-through/fidelity
- Student learning gaps

Resources Available to Help Reduce or Eliminate the Barriers 2

- Planning days, Tues/Thurs times, faculty times
- Coalition of the willing (COWs)
- tutoring and grade recovery

Plan to Monitor Progress Toward G1. 8

Monitor student/teacher data for 80% or better mastery on core content

Person Responsible

SYBILLE OLDHAM

Schedule

On 5/24/2018

Evidence of Completion

Rigor Walks, Progress Monitoring Data, Lesson Plans, District and State Assessments

G2. Strengthen, create and sustain a pervasive culture of learning behaviors and respect for all the members of the Blake family which includes students, teachers, staff, and community. **1a**

 G099112

Targets Supported **1b**

Indicator	Annual Target
Discipline incidents	450.0
Attendance rate	90.0

Targeted Barriers to Achieving the Goal **3**

- Relationships between staff, faculty, parents, students and community members
- 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**

- Monthly Thursday Night Live program
- 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
- Student Agendas to communicate between home and school
- Blake Facebook Page
- Monthly school newsletter
- Blake Website

Plan to Monitor Progress Toward G2. **8**

Monthly review of lesson plans, Teacher Observations, Walk-throughs

Person Responsible

SYBILLE OLDHAM

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Journey data, Lesson plan check-list

Plan to Monitor Progress Toward G2. 8

The documentation is filed and kept in the Parent Involvement folder stored with the Title I contact additionally the information is uploaded into the Title I e-task box.

Person Responsible

Rebecca Champion

Schedule

On 5/11/2018

Evidence of Completion

The Title I parent involvement packet will be completed for each event

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. To increase the effectiveness of core instruction teachers will develop and deliver data based lessons teaching to the full depth of the standard and engage all learners. **1**

 **G099111**

G1.B1 Time **2**

 **B266824**

G1.B1.S1 Planning Days for teachers **4**

 **S282723**

Strategy Rationale

Providing teachers with structured planning days would better enable the teachers to plan engaging and rigorous lessons teaching to the full depth of the standards.

Action Step 1 **5**

Teacher's will be able to plan for upcoming lessons and units including learning targets and activities.

Person Responsible

Rebecca Champion

Schedule

On 5/24/2019

Evidence of Completion

Agenda for planning day and sample teacher lesson plans

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

Coaches and Administration will participate in the planning sessions to ensure the time is being used appropriately.

Person Responsible

SYBILLE OLDHAM

Schedule

On 5/25/2018

Evidence of Completion

agenda, power point presentation, handouts, and sample lesson plans or exit tickets

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

Teacher will be asked to complete an evaluation at the end of the day to see how well it helped to address the barrier of time.

Person Responsible

Rebecca Champion

Schedule

On 5/25/2018

Evidence of Completion

Teacher evaluations will be collected and submitted as evidence.

G1.B2 Teacher buy-in 2

 B266825

G1.B2.S1 Provide Teachers the necessary resources 4

 S282724

Strategy Rationale

When teachers have the materials necessary they are more likely to implement effective and engaging lessons

Action Step 1 5

Purchasing items such as classroom libraries, science materials, ELA center materials, and math resources such as calculators, games (such as Tivitz) and manipulatives will better enable teachers to prepare and deliver engaging lessons. In addition we plan to provide more technological resources for teachers as they integrate technology into the curriculum.

Person Responsible

Rebecca Champion

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Lists of materials available for teachers will be provided along with a check out system getting the materials into the hands of the teachers when they need them.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Title I and Administrators will check to make sure the materials are ordered and teachers have access.

Person Responsible

Rebecca Champion

Schedule

On 5/24/2018

Evidence of Completion

Title I Inventory and receipts

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

A Staff survey will be conducted at the end of the year to see how effectively their needs were met.

Person Responsible

Rebecca Champion

Schedule

On 6/1/2018

Evidence of Completion

Survey results will be used as evidence.

G1.B4 Follow-through/fidelity 2

 B266827

G1.B4.S1 mentoring and coaching, 4

 S282725

Strategy Rationale

By providing support throughout implementation teachers will be able to implement strategies with higher fidelity

Action Step(s) Missing for Goal #1, Barrier #4, Strategy #1
Complete one or more action steps for this Strategy or de-select it

G1.B4.S2 Professional Development 4

 S282726

Strategy Rationale

Providing professional development to support teachers as they implement district and school academic initiatives.

Action Step 1 5

FDLRS is coming to the school to provide training to the teachers in support of our efforts to improve Differentiated instruction and Universal Design.

Person Responsible

SYBILLE OLDHAM

Schedule

On 5/24/2018

Evidence of Completion

Evidence will include an agenda, sign in sheet, and documentation

Action Step 2 5

Achieve3000 Training for Intensive Reading Teachers

Person Responsible

Rebecca Champion

Schedule

Semiannually, from 9/28/2017 to 5/24/2018

Evidence of Completion

Achieve3000 reports and lesson plan samples

Action Step 3 5

Professional Development for teachers to increase Student Writing Performance

Person Responsible

Rebecca Champion

Schedule

Semiannually, from 10/2/2017 to 5/24/2018

Evidence of Completion

Evidence will be the teacher scores entered on Performance Matters and writing conference logs

G1.B5 Student learning gaps 2

 B266828

G1.B5.S1 Academic Tutoring and Grade Recovery 4

 S282727

Strategy Rationale

By providing students with learning gaps additional targeted instruction, the gaps will lessen and more students will attain proficiency.

Action Step 1 5

Students who are identified as having learning gaps or performing readily below grade level will be sent invitations to participate in tutoring in a small group setting.

Person Responsible

Rebecca Champion

Schedule

On 5/25/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Attendance will be collected and lesson plans checked to ensure that students are in attendance and being provided instruction.

Person Responsible

Rebecca Champion

Schedule

On 5/25/2018

Evidence of Completion

attendance sheet and title I documentation will serve as evidence.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Regular checks of progress monitoring will inform the teachers of the effectiveness of the tutoring.

Person Responsible

Rebecca Champion

Schedule

On 5/25/2018

Evidence of Completion

Progress monitoring data

G1.B5.S2 Academic Field Trips 4

S282728

Strategy Rationale

Students will be engaging in a field trip to the Florida Aquarium. This will enable them to connect their classroom learning to the real world.

Action Step 1 5

First Grade students will participate in a field trip to the Florida Aquarium where they will learn about marine animals.

Person Responsible

Lesley Cardo

Schedule

On 2/21/2018

Evidence of Completion

The completed paperwork for the field trip, and student writing samples.

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

The teachers will submit all the field trip paperwork and share examples of the finished learning products.

Person Responsible

Rebecca Champion

Schedule

On 2/28/2018

Evidence of Completion

Paperwork from the aquarium submitted for financial purposes, samples of student scavenger hunts and the writing done by students.

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 7

The teachers and literacy coach will plan the items being used for documentation.

Person Responsible

Rebecca Champion


Schedule

On 2/28/2018

Evidence of Completion

Teacher lesson plans showing the follow-up activities.

G2. Strengthen, create and sustain a pervasive culture of learning behaviors and respect for all the members of the Blake family which includes students, teachers, staff, and community. 1

 G099112

G2.B1 Relationships between staff, faculty, parents, students and community members 2

 B266829

G2.B1.S1 Teachers will build relationships with students using the morning meeting strategy. 4

 S282729

Strategy Rationale

This will allow teachers to build relationships with all students in the classroom

Action Step 1 5

Teachers will conduct morning meetings with the class to build relationships and reinforce positive relationships

Person Responsible

SYBILLE OLDHAM

Schedule

Daily, from 10/13/2014 to 6/5/2015

Evidence of Completion

Morning News show

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Lesson plans with morning meeting notes/expectations for day

Person Responsible

SYBILLE OLDHAM

Schedule

Monthly, from 10/13/2014 to 6/5/2015

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Discipline referrals

Person Responsible

SYBILLE OLDHAM

Schedule

Semiannually, from 10/13/2014 to 6/5/2015

Evidence of Completion

Discipline referrals

G2.B1.S2 Parent Involvement Events 4

 S282730

Strategy Rationale

By providing parents with positive experiences and allowing them to see student work showcased we are hoping to strengthen relationships between the school, community and families.

Action Step 1 5

Back to School Night/Title I Night

Person Responsible

Rebecca Champion

Schedule

On 9/7/2017

Evidence of Completion

Sign in sheets, flyers, agenda, handouts, surveys

Action Step 2 5

Parent information on FSA and Standards and Hispanic Heritage Night

Person Responsible

Rachael Tedder

Schedule

On 10/5/2017

Evidence of Completion

Sign in sheets, flyers, agenda, handouts, surveys

Action Step 3 5

Test Taking Tips and Bingo for Books night providing free books to bingo winners.

Person Responsible

Tanya Dunnells

Schedule

On 1/11/2018

Evidence of Completion

Sign in sheets, flyers, agenda, handouts, surveys

Action Step 4 5

African American History Heritage Night

Person Responsible

Tanya Dunnells

Schedule

On 2/8/2018

Evidence of Completion

Sign in sheets, flyers, agenda, handouts, survey

Action Step 5 5

Math Night (5E lesson modeling and student math fact proficiency celebration)

Person Responsible

Tanya Dunnells

Schedule

On 3/1/2018

Evidence of Completion

Sign in sheets, flyers, agenda, handouts, survey

Action Step 6 5

Explorations V Science Night- Hands on Science Night

Person Responsible

Tanya Dunnells

Schedule

On 5/3/2018

Evidence of Completion

Sign in sheets, flyers, agenda, handouts, survey

Action Step 7 5

Daytime Parent Involvement Events to provide multiple times for parent involvement (Granola with Grandparents, Muffins with Moms, Donuts with Dads, Dad's bring your child to school and Veteran's Day)

Person Responsible

Rebecca Champion

Schedule

Quarterly, from 8/17/2017 to 5/24/2018

Evidence of Completion

sign in sheets, handouts, agenda and surveys

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Parent Involvement events are advertised, attendees sign in, and feedback is provided by surveys

Person Responsible

Rebecca Champion

Schedule

On 5/11/2018

Evidence of Completion

All sign in sheets, advertisements, agendas, and handouts will be collected and scanned for Title I documentation purposes.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Parent evaluations and SAC input of the quality of the Thursday Night Live events

Person Responsible

Rebecca Champion


Schedule

On 5/11/2018

Evidence of Completion

After each event parent evaluations are collected and reviewed. The feedback is taken into consideration when planning future events. Additionally the SAC provides input on all parent involvement events.

G2.B2 Lack of common expectations, manners and follow through for student procedures across the campus **2**

 B266830

G2.B2.S3 A systematic approach to discipline across campus to communicate issues that may arise during school hours. **4**

 S282733

Strategy Rationale

Communicating issues with parents to ensure a clear understanding of expectations and procedures. Expectations are consistent school-wide.

Action Step 1 **5**

Create a structured plan for discipline issues

Person Responsible

SYBILLE OLDHAM

Schedule

Monthly, from 8/10/2017 to 5/24/2018

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 8/10/2017 to 5/24/2018

Evidence of Completion

Posters across the campus, Observations in classrooms and common areas of the school, Sign-in sheets for professional learning, CHAMPS Coaching provided to teachers as needed.

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Review discipline data for trends

Person Responsible

SYBILLE OLDHAM

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Meeting agendas with Support Staff and Leadership Team

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

Discipline Committee Meetings, Leadership Team Meetings, and MTSS Meetings

Person Responsible

SYBILLE OLDHAM


Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Looking at the number and type of classroom referrals

G2.B3 Fixed mind set by students and staff **2**

 B266831

G2.B3.S1 Conduct a Book study with "The New Art and Science of Teacher" by Dr. Marzano. **4**

 S282734

Strategy Rationale

Opportunity for teachers to learn more about ways to reach all learners in an engaging environment.

Action Step 1 **5**

Conduct a book study with teachers

Person Responsible

SYBILLE OLDHAM

Schedule

Biweekly, from 9/1/2017 to 9/1/2017

Evidence of Completion

Teacher reflections from the PLC sessions

Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6**

Conversations about instructional strategies used during collaborative planning sessions

Person Responsible

Rebecca Champion

Schedule

Monthly, from 9/1/2017 to 2/28/2018

Evidence of Completion

Meeting notes

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Review lesson plans to ensure different instructional strategies are used that help students engage with and learn the content

Person Responsible

SYBILLE OLDHAM

Schedule

Monthly, from 9/1/2017 to 5/31/2018

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
2018					
G2.B1.S1.MA1 M414529	Discipline referrals	OLDHAM, SYBILLE	10/13/2014	Discipline referrals	6/5/2015 semiannually
G2.B1.S1.MA1 M414530	Lesson plans with morning meeting notes/expectations for day	OLDHAM, SYBILLE	10/13/2014	Lesson plans	6/5/2015 monthly
G2.B1.S1.A1 A381473	Teachers will conduct morning meetings with the class to build relationships and reinforce positive...	OLDHAM, SYBILLE	10/13/2014	Morning News show	6/5/2015 daily
G2.B3.S1.A1 A381483	Conduct a book study with teachers	OLDHAM, SYBILLE	9/1/2017	Teacher reflections from the PLC sessions	9/1/2017 biweekly
G2.B1.S2.A1 A381474	Back to School Night/Title I Night	Champion, Rebecca	9/7/2017	Sign in sheets, flyers, agenda, handouts, surveys	9/7/2017 one-time
G2.B1.S2.A2 A381475	Parent information on FSA and Standards and Hispanic Heritage Night	Tedder, Rachael	10/5/2017	Sign in sheets, flyers, agenda, handouts, surveys	10/5/2017 one-time
G2.B1.S2.A3 A381476	Test Taking Tips and Bingo for Books night providing free books to bingo winders.	Dunnells, Tanya	1/11/2018	Sign in sheets, flyers, agenda, handouts, surveys	1/11/2018 one-time
G2.B1.S2.A4 A381477	African American History Heritage Night	Dunnells, Tanya	2/8/2018	Sign in sheets, flyers, agenda, handouts, survey	2/8/2018 one-time
G1.B5.S2.A1 A381472	First Grade students will participate in a field trip to the Florida Aquarium where they will learn...	Cardo, Lesley	2/21/2018	The completed paperwork for the field trip, and student writing samples.	2/21/2018 one-time
G2.B3.S1.MA1 M414536	Conversations about instructional strategies used during collaborative planning sessions	Champion, Rebecca	9/1/2017	Meeting notes	2/28/2018 monthly
G1.B5.S2.MA1 M414526	The teachers and literacy coach will plan the items being used for documentation.	Champion, Rebecca	1/23/2018	Teacher lesson plans showing the follow-up activities.	2/28/2018 one-time
G1.B5.S2.MA1 M414527	The teachers will submit all the field trip paperwork and share examples of the finished learning...	Champion, Rebecca	2/21/2018	Paperwork from the aquarium submitted for financial purposes, samples of student scavenger hunts and the writing done by students.	2/28/2018 one-time
G2.B1.S2.A5 A381478	Math Night (5E lesson modeling and student math fact proficiency celebration)	Dunnells, Tanya	3/1/2018	Sign in sheets, flyers, agenda, handouts, survey	3/1/2018 one-time
G2.B1.S2.A6 A381479	Explorations V Science Night- Hands on Science Night	Dunnells, Tanya	5/3/2018	Sign in sheets, flyers, agenda, handouts, survey	5/3/2018 one-time
G2.MA2 M414538	The documentation is filed and kept in the Parent Involvement folder stored with the Title I...	Champion, Rebecca	9/7/2017	The Title I parent involvement packet will be completed for each event	5/11/2018 one-time
G2.B1.S2.MA1 M414531	Parent evaluations and SAC input of the quality of the Thursday Night Live events	Champion, Rebecca	9/7/2017	After each event parent evaluations are collected and reviewed. The feedback is taken into consideration when planning future events. Additionally the SAC provides input on all parent involvement events.	5/11/2018 one-time
G2.B1.S2.MA1 M414532	Parent Involvement events are advertised, attendees sign in, and feedback is provided by surveys	Champion, Rebecca	9/7/2017	All sign in sheets, advertisements, agendas, and handouts will be collected and scanned for Title I documentation purposes.	5/11/2018 one-time
G1.MA1 M414528	Monitor student/teacher data for 80% or better mastery on core content	OLDHAM, SYBILLE	8/10/2017	Rigor Walks, Progress Monitoring Data, Lesson Plans, District and State Assessments	5/24/2018 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1 M414537	Monthly review of lesson plans, Teacher Observations, Walk-throughs	OLDHAM, SYBILLE	8/10/2017	Journey data, Lesson plan check-list	5/24/2018 monthly
G1.B2.S1.MA1 M414523	Title I and Administrators will check to make sure the materials are ordered and teachers have...	Champion, Rebecca	8/10/2017	Title I Inventory and receipts	5/24/2018 one-time
G1.B2.S1.A1 A381467	Purchasing items such as classroom libraries, science materials, ELA center materials, and math...	Champion, Rebecca	8/10/2017	Lists of materials available for teachers will be provided along with a check out system getting the materials into the hands of the teachers when they need them.	5/24/2018 monthly
G1.B4.S2.A1 A381468	FDLRS is coming to the school to provide training to the teachers in support of our efforts to...	OLDHAM, SYBILLE	10/11/2017	Evidence will include an agenda, sign in sheet, and documentation	5/24/2018 one-time
G1.B4.S2.A2 A381469	Achieve3000 Training for Intensive Reading Teachers	Champion, Rebecca	9/28/2017	Achieve3000 reports and lesson plan samples	5/24/2018 semiannually
G1.B4.S2.A3 A381470	Professional Development for teachers to increase Student Writing Performance	Champion, Rebecca	10/2/2017	Evidence will be the teacher scores entered on Performance Matters and writing conference logs	5/24/2018 semiannually
G2.B1.S2.A7 A381480	Daytime Parent Involvement Events to provide multiple times for parent involvement (Granola with...	Champion, Rebecca	8/17/2017	sign in sheets, handouts, agenda and surveys	5/24/2018 quarterly
G2.B2.S3.MA1 M414533	Discipline Committee Meetings, Leadership Team Meetings, and MTSS Meetings	OLDHAM, SYBILLE	8/10/2017	Looking at the number and type of classroom referrals	5/24/2018 monthly
G2.B2.S3.MA1 M414534	Review discipline data for trends	OLDHAM, SYBILLE	8/10/2017	Meeting agendas with Support Staff and Leadership Team	5/24/2018 monthly
G2.B2.S3.A1 A381481	Create a structured plan for discipline issues	OLDHAM, SYBILLE	8/10/2017	Published MTSS/Rti school-wide documents	5/24/2018 monthly
G2.B2.S3.A2 A381482	Implement the CHAMPS and STOIC Programs school-wide	OLDHAM, SYBILLE	8/10/2017	Posters across the campus, Observations in classrooms and common areas of the school, Sign-in sheets for professional learning, CHAMPS Coaching provided to teachers as needed.	5/24/2018 monthly
G1.B1.S1.MA1 M414520	Teacher will be asked to complete an evaluation at the end of the day to see how well it helped to...	Champion, Rebecca	8/10/2017	Teacher evaluations will be collected and submitted as evidence.	5/25/2018 one-time
G1.B1.S1.MA1 M414521	Coaches and Administration will participate in the planning sessions to ensure the time is being...	OLDHAM, SYBILLE	8/10/2017	agenda, power point presentation, handouts, and sample lesson plans or exit tickets	5/25/2018 one-time
G1.B5.S1.MA1 M414524	Regular checks of progress monitoring will inform the teachers of the effectiveness of the tutoring.	Champion, Rebecca	8/10/2017	Progress monitoring data	5/25/2018 one-time
G1.B5.S1.MA1 M414525	Attendance will be collected and lesson plans checked to ensure that students are in attendance and...	Champion, Rebecca	8/10/2017	attendance sheet and title I documentation will serve as evidence.	5/25/2018 one-time
G1.B5.S1.A1 A381471	Students who are identified as having learning gaps or performing readily below grade level will be...	Champion, Rebecca	8/10/2017		5/25/2018 one-time
G2.B3.S1.MA1 M414535	Review lesson plans to ensure different instructional strategies are used that help students engage...	OLDHAM, SYBILLE	9/1/2017	Lesson Plan checksheet	5/31/2018 monthly
G1.B2.S1.MA1 M414522	A Staff survey will be conducted at the end of the year to see how effectively their needs were met.	Champion, Rebecca	5/1/2018	Survey results will be used as evidence.	6/1/2018 one-time
G1.B1.S1.A1 A381466	Teacher's will be able to plan for upcoming lessons and units including learning targets and...	Champion, Rebecca	8/10/2017	Agenda for planning day and sample teacher lesson plans	5/24/2019 one-time

V. Professional Development Opportunities

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

G1. To increase the effectiveness of core instruction teachers will develop and deliver data based lessons teaching to the full depth of the standard and engage all learners.

G1.B1 Time

G1.B1.S1 Planning Days for teachers

PD Opportunity 1

Teacher's will be able to plan for upcoming lessons and units including learning targets and activities.

Facilitator

School based coaches Rebecca Champion and Ariel Ross

Participants

All Blake Teachers

Schedule

On 5/24/2019

G1.B4 Follow-through/fidelity

G1.B4.S2 Professional Development

PD Opportunity 1

FDLRS is coming to the school to provide training to the teachers in support of our efforts to improve Differentiated instruction and Universal Design.

Facilitator

Poinsettia Tillman, FDLRS

Participants

All teachers at Blake Academy

Schedule

On 5/24/2018

PD Opportunity 2

Achieve3000 Training for Intensive Reading Teachers

Facilitator

Achieve3000 Representative-Kathryn Kelton

Participants

Intensive Reading Teachers grades 6-8

Schedule

Semiannually, from 9/28/2017 to 5/24/2018

PD Opportunity 3

Professional Development for teachers to increase Student Writing Performance

Facilitator

Diane Plowden

Participants

4-8th Grade Writing/ELA teachers

Schedule

Semiannually, from 10/2/2017 to 5/24/2018

G2. Strengthen, create and sustain a pervasive culture of learning behaviors and respect for all the members of the Blake family which includes students, teachers, staff, and community.

G2.B2 Lack of common expectations, manners and follow through for student procedures across the campus

G2.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, Rebecca Champion, Sybille Oldham

Participants

All Blake Staff

Schedule

Monthly, from 8/10/2017 to 5/24/2018

G2.B3 Fixed mind set by students and staff

G2.B3.S1 Conduct a Book study with "The New Art and Science of Teacher" by Dr. Marzano.

PD Opportunity 1

Conduct a book study with teachers

Facilitator

Mrs. Sybille Oldham

Participants

Teachers

Schedule

Biweekly, from 9/1/2017 to 9/1/2017

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	Teacher's will be able to plan for upcoming lessons and units including learning targets and activities.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1861 - Rosabelle W. Blake Academy	Title, I Part A		\$0.00
			Notes: Notes			
			1861 - Rosabelle W. Blake Academy	Title, I Part C		\$4,000.00
			Notes: Notes			
2	G1.B2.S1.A1	Purchasing items such as classroom libraries, science materials, ELA center materials, and math resources such as calculators, games (such as Tivitz) and manipulatives will better enable teachers to prepare and deliver engaging lessons. In addition we plan to provide more technological resources for teachers as they integrate technology into the curriculum.				\$13,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1861 - Rosabelle W. Blake Academy			\$13,000.00
			Notes: Ready Florida ELA teacher guide & student books gr 6-8			
3	G1.B4.S2.A1	FDLRS is coming to the school to provide training to the teachers in support of our efforts to improve Differentiated instruction and Universal Design.				\$0.00
4	G1.B4.S2.A2	Achieve3000 Training for Intensive Reading Teachers				\$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1861 - Rosabelle W. Blake Academy	Title, I Part A		\$800.00
			Notes: Notes			
5	G1.B4.S2.A3	Professional Development for teachers to increase Student Writing Performance				\$435.20
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	1861 - Rosabelle W. Blake Academy	Title, I Part A		\$435.20
			Notes: Substitutes for teachers to attend training			
6	G1.B5.S1.A1	Students who are identified as having learning gaps or performing readily below grade level will be sent invitations to participate in tutoring in a small group setting.				\$11,000.00

Polk - 1861 - Rosabelle W. Blake Academy - 2017-18 SIP
Rosabelle W. Blake Academy

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1861 - Rosabelle W. Blake Academy	Title, I Part A		\$11,000.00
			<i>Notes: Notes</i>			
7	G1.B5.S2.A1	First Grade students will participate in a field trip to the Florida Aquarium where they will learn about marine animals.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1861 - Rosabelle W. Blake Academy			\$1,000.00
			<i>Notes: Notes</i>			
8	G2.B1.S1.A1	Teachers will conduct morning meetings with the class to build relationships and reinforce positive relationships				\$0.00
9	G2.B1.S2.A1	Back to School Night/Title I Night				\$0.00
10	G2.B1.S2.A2	Parent information on FSA and Standards and Hispanic Heritage Night				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1861 - Rosabelle W. Blake Academy	Title, I Part A		\$200.00
			<i>Notes: Notes</i>			
11	G2.B1.S2.A3	Test Taking Tips and Bingo for Books night providing free books to bingo winders.				\$255.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1861 - Rosabelle W. Blake Academy			\$255.00
			<i>Notes: Notes</i>			
12	G2.B1.S2.A4	African American History Heritage Night				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1861 - Rosabelle W. Blake Academy			\$200.00
			<i>Notes: Notes</i>			
13	G2.B1.S2.A5	Math Night (5E lesson modeling and student math fact proficiency celebration)				\$375.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1861 - Rosabelle W. Blake Academy			\$375.00
			<i>Notes: Notes</i>			
14	G2.B1.S2.A6	Explorations V Science Night- Hands on Science Night				\$500.00

Polk - 1861 - Rosabelle W. Blake Academy - 2017-18 SIP
Rosabelle W. Blake Academy

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1861 - Rosabelle W. Blake Academy	Title, I Part D		\$500.00
			<i>Notes: Notes</i>			
15	G2.B1.S2.A7	Daytime Parent Involvement Events to provide multiple times for parent involvement (Granola with Grandparents, Muffins with Moms, Donuts with Dads, Dad's bring your child to school and Veteran's Day)				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1861 - Rosabelle W. Blake Academy			\$1,000.00
			<i>Notes: Notes</i>			
16	G2.B2.S3.A1	Create a structured plan for discipline issues				\$0.00
17	G2.B2.S3.A2	Implement the CHAMPS and STOIC Programs school-wide				\$0.00
18	G2.B3.S1.A1	Conduct a book study with teachers				\$450.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1861 - Rosabelle W. Blake Academy			\$450.00
					Total:	\$33,215.20