

Polk County Public Schools

Rosabelle W. Blake Academy



2018-19 Schoolwide Improvement Plan

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Rosabelle W. Blake Academy

510 HARTSELL AVE, Lakeland, FL 33815

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	82%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	B	C*

School Board Approval

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

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

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.

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 a warm and caring environment
- * Producing quality work

School Leadership Team

Membership

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

Name	Title
Reimer, Dr. Ruth	Principal
Champion, Rebecca	Instructional Coach
Tedder, Rachael	Assistant Principal
Dunnells, Tanya	Assistant Principal
Bailey, Rosetta	Instructional Coach
Cummings, Albert	Other

Duties

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

The members of the school leadership team assist with the development of the School Improvement Plan. The team provides instructional strategies, academic data, social/emotional data, and data for Tier 1, 2 and 3 targets. They help set clear expectations for instruction and provide relevant professional development and modeling as needed. The academic progress of all students is consistently monitored to ensure a year's worth of growth. Students in the lowest quartile are closely monitored with the assistance of the classroom teacher and the MTSS team. Interventions are also identified and put into place for struggling students. The information and data collected are used to understand barriers, determine the effectiveness of the strategies, and determine which evaluation tools should be used. In an effort to support the school's academic goals, the leadership team also makes recommendations on how Title 1 funds will be utilized.

Early Warning Systems

Year 2017-18

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	16	15	7	8	7	6	9	24	21	0	0	0	0	113
One or more suspensions	6	4	3	15	9	12	27	32	33	0	0	0	0	141
Course failure in ELA or Math	3	16	19	21	13	4	24	24	38	0	0	0	0	162
Level 1 on statewide assessment	0	0	0	18	21	22	29	27	0	0	0	0	0	117
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	7	5	18	11	8	22	30	39	0	0	0	0	140

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	2	4	0	0	0	0	0	0	0	0	0	7
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	1	0	0	0	0	0	1

Date this data was collected

Thursday 6/21/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The lowest performing data component were the percentage of students who scored proficient in reading/ELA, 8th grade Math, 5th and 8th grade Science, and both the ESE and ELL subgroups in reading and math Teacher and student attendance was also a concern. Low performance in science is a trend.

Which data component showed the greatest decline from prior year?

4/5 ELA and 7th ELA

Which data component had the biggest gap when compared to the state average?

The largest gap was 5th grade Science with Blake scoring 21 percentage points below the state average of 55%. Additionally, 8th grade math also scored 18 percentage points lower than the state average of 48%.

Which data component showed the most improvement? Is this a trend?

The greatest improvement was in Civics with a 17% point gain. A positive gain in our Civics test results for school grade has been a trend over the last three years.

Describe the actions or changes that led to the improvement in this area.

Civics has had a positive increase in the number of students who have scored proficient as a result of the teacher planning instruction that aligns the task/assignment to the standards. The teacher also provided after school tutoring in preparation for the end of course assessment.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	53%	54%	60%	52%	56%	55%
ELA Learning Gains	46%	52%	57%	55%	57%	54%
ELA Lowest 25th Percentile	41%	46%	52%	44%	50%	49%
Math Achievement	54%	55%	61%	54%	54%	56%
Math Learning Gains	51%	54%	58%	53%	52%	54%
Math Lowest 25th Percentile	46%	51%	52%	45%	48%	48%
Science Achievement	43%	48%	57%	44%	52%	52%
Social Studies Achievement	96%	85%	77%	70%	72%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	16 (0)	15 (4)	7 (9)	8 (2)	7 (6)	6 (8)	9 (6)	24 (7)	21 (2)	113 (44)
One or more suspensions	6 (0)	4 (5)	3 (5)	15 (2)	9 (8)	12 (7)	27 (17)	32 (11)	33 (7)	141 (62)
Course failure in ELA or Math	3 (0)	16 (0)	19 (2)	21 (3)	13 (7)	4 (6)	24 (4)	24 (32)	38 (0)	162 (54)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	18 (21)	21 (32)	22 (41)	29 (55)	27 (34)	0 (42)	117 (225)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	57%	51%	6%	57%	0%
	2017	65%	53%	12%	58%	7%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2018	58%	48%	10%	56%	2%
	2017	44%	51%	-7%	56%	-12%
Same Grade Comparison		14%				
Cohort Comparison		-7%				
05	2018	39%	50%	-11%	55%	-16%
	2017	60%	44%	16%	53%	7%
Same Grade Comparison		-21%				
Cohort Comparison		-5%				
06	2018	57%	41%	16%	52%	5%
	2017	58%	45%	13%	52%	6%
Same Grade Comparison		-1%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-3%				
07	2018	42%	42%	0%	51%	-9%
	2017	56%	45%	11%	52%	4%
Same Grade Comparison		-14%				
Cohort Comparison		-16%				
08	2018	60%	49%	11%	58%	2%
	2017	71%	46%	25%	55%	16%
Same Grade Comparison		-11%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	57%	56%	1%	62%	-5%
	2017	54%	58%	-4%	62%	-8%
Same Grade Comparison		3%				
Cohort Comparison						
04	2018	62%	57%	5%	62%	0%
	2017	44%	60%	-16%	64%	-20%
Same Grade Comparison		18%				
Cohort Comparison		8%				
05	2018	48%	56%	-8%	61%	-13%
	2017	40%	47%	-7%	57%	-17%
Same Grade Comparison		8%				
Cohort Comparison		4%				
06	2018	54%	40%	14%	52%	2%
	2017	34%	39%	-5%	51%	-17%
Same Grade Comparison		20%				
Cohort Comparison		14%				
07	2018	43%	40%	3%	54%	-11%
	2017	49%	40%	9%	53%	-4%
Same Grade Comparison		-6%				
Cohort Comparison		9%				
08	2018	27%	34%	-7%	45%	-18%
	2017	31%	36%	-5%	46%	-15%
Same Grade Comparison		-4%				
Cohort Comparison		-22%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	34%	51%	-17%	55%	-21%
	2017					
Cohort Comparison						
08	2018	49%	42%	7%	50%	-1%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017					
Cohort Comparison		49%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017	0%	51%	-51%	63%	-63%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	97%	84%	13%	71%	26%
2017	79%	62%	17%	69%	10%
Compare		18%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	82%	60%	22%	62%	20%
2017	84%	43%	41%	60%	24%
Compare		-2%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	89%	41%	48%	56%	33%
2017	83%	34%	49%	53%	30%
Compare		6%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	14	27	30	11	37	37	45				
ELL	22	35		35	46	50					
BLK	45	44	39	44	45	34	29		77		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
HSP	53	46	41	53	53	58	41	100	78		
MUL	31	29		31	23						
WHT	61	49	48	64	58	55	56	96	63		
FRL	46	43	38	49	48	38	36	97	75		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	33	58	62	33	54	50	17				
ELL	17	38	45	13	27	36					
BLK	43	48	33	34	44	46	27	61	69		
HSP	62	55	50	41	40	38	43	90	58		
MUL	78	64		53	50						
WHT	69	61	61	59	44	44	56	88	65		
FRL	54	55	44	39	41	44	35	78	52		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Increase Student Growth
Rationale	The data reflects that school-wide, students did not make adequate learning gains in ELA. Additionally, the subgroups including gifted, ELL, ESE and the bottom quartile are of concern.
Intended Outcome	Through goal setting, student data tracking, and differentiated instruction, the number of students making learning gains will increase by at least 10%, and the number of students scoring at or above proficiency in ELA will increase by 5% points.
Point Person	Dr. Ruth Reimer (ruth.reimer@polk-fl.net)
Action Step	
Description	<ol style="list-style-type: none">1) On a quarterly basis, students will collect and record their own data and make a personalized learning goal for each core subject area. Teachers will conference with each student to discuss learning goals and targets.2) Teachers will have on-going professional development in the LSI instructional model as it pertains to learning targets success criteria. Teachers will be tiered based on the level of support needed for effective implementation. Teachers will be encouraged to track student progress toward mastery, and encourage students to work at a more rigorous level.3) Teachers will use data based flexible grouping or small group instruction. Support staff, including the ESE inclusion teacher, Gifted teacher, and the ELL paraprofessional, will be in classrooms working with students.4) Increase cross curricular connections, such as reading and writing, in the content area classrooms by requiring teachers to include a text-based writing prompt each quarter that mirrors current FSA writing expectations.5) Use of Title I funds to provide a literacy coach and resources for ELA instruction. The coach will support teachers through professional development, curriculum planning, extended learning, supplemental instructional supplies/resources, technology, an emphasis on Accelerated Reader (AR), classroom libraries, and increase the school library book collection.
Person Responsible	Dr. Ruth Reimer (ruth.reimer@polk-fl.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none">1) Teachers will bring student data to monthly PLCs and MTSS meetings to discuss how students are progressing and which interventions or additional supports are needed and being successful.2) Coaches and administration will be in the classrooms as a resource and support to teachers during the implementation process of school-wide and LSI initiatives.3) Based on the information collected through the monthly MTSS process or on-going progress monitoring data, students will be receiving adequate support to either help close learning gaps or to help accelerate their learning so a learning gain is made by all. This will be monitored through accountability logs collected by administration, differentiated lesson plans, AR reports, and student progress monitoring data.4) Administration will be able to observe implementation through classroom observations and lesson plans.
Person Responsible	Dr. Ruth Reimer (ruth.reimer@polk-fl.net)

Activity #2

Title Improve Learner Conditions

Rationale Students and teachers will need to be in attendance on a daily basis and the environment should be a positive, safe, and engaging place to learn.

Intended Outcome By addressing concerns with school-wide discipline, attendance, and the implementation of STOIC/PBIS, we should decrease the number of discipline referrals by 10%, decrease the number of students with less than 90% attendance by 10%, and improve the overall quality of the learning environment in every classroom. In addition, the number of teachers with less than 90% attendance will decrease by 5%.

Point Person Dr. Ruth Reimer (ruth.reimer@polk-fl.net)

Action Step

Description

- 1) Decrease behavior issues by creating a school-wide discipline plan using PBIS strategies and monitoring its fidelity. Encourage teachers to implement a classroom reward system and to create behavior plans for individual students who need support.
- 2) Increase teacher and students' attendance by adding quarterly incentives.
- 3) Inform parents about the district's attendance policy and encourage teachers to collaborate with the school's guidance counselors, and social worker, to ensure parent contact is made in a timely manner and attendance issues are addressed.
- 4) Increase teacher use and understanding of STOIC by providing consistent classroom support.
- 5) Use Title 1 funds to improve the learner conditions by purchasing Smartboards for middle school classrooms. Agendas will also be purchased to use as a form of regular communication about attendance concerns between home and school.

Person Responsible Dr. Ruth Reimer (ruth.reimer@polk-fl.net)

Plan to Monitor Effectiveness

Description

- 1) Administration, the leadership team, and the guidance counselors, will present the school-wide discipline plan to the staff and ensure they are trained in the expectations and processes. Consistency and fidelity of implementation will be critical for student success. Data will be reviewed monthly by the school's stakeholders and will be discussed at MTSS meetings.
- 2) Administration, coaches, and guidance counselors, will be in classrooms to assist teachers with implementation and to problem-solve areas of improvement. Administration and coaches will be looking for evidence of the regular use of STOIC, and will identify model classrooms for teacher support..

Person Responsible Dr. Ruth Reimer (ruth.reimer@polk-fl.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Blake Academy continually works at building positive relationships with families in many different ways. Please see the attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders, to fulfill the school's mission and to support the needs of students. Parents are invited to become involved at Blake Academy by volunteering, or by joining the School Advisory Council (SAC). Additionally, Blake Academy has a school website and Facebook page where school information is posted and updated frequently. All students are provided a daily agenda for communication between the classroom and home. Teachers also communicate with parents via telephone calls, text messages, Remind101, ClassDojo, and face-to-face conferences throughout the year. There are multiple opportunities for family engagement events including monthly parent nights that have a planned instructional purpose.

PFEP Link

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

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.

Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor in an individual or small group setting. Severe cases may be handled with a contracted mental health counselor. For students with disabilities, the IEP may also be used to identify and address social emotional goals for specific students.

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 school-readiness program on campus where students are included in the day to day activities of the school. Incoming Kindergarten students are potentially identified beginning in the fall during the Choice/Magnet School application window and any registering students participate in a Kindergarten Roundup in the spring.

Middle School students are exposed to available high school programs through arranged campus visits and information is provided to the parents. Incoming Middle School students are invited to an informational parent night.

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.

- Title I, Part A project funds school-wide services at our eligible and participating Title I schools. The Title I funds provide supplemental instructional resources and interventions so that all students achieve academic success.
- Title I, Part C project funds assist students that are prioritized by the MEP for supplemental services based on need and migrant status, as defined by federal and state regulations.
- Title I, Part D project funds provide Transition Facilitators at select Neglected and Delinquent school sites to assist students who transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school.
- Title II funds provide professional development resources to build the capacity of teachers by funding consultants, district professional development personnel, including district/regional coaches, and

curriculum specialists. The Title II project contributes to the recruitment/retention of teachers in the district by funding district recruitment personnel, recruitment initiatives both within and outside the school district.

- Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, professional learning opportunities for school staff, as well as parent family engagement opportunities.
- Title IX – Homeless OR HEARTH Program funded through Title IX and Title I, provides support for students identified as being in a homeless situation. Title I provides support for this program, through funding of HEARTH staff, professional development, and contracted extended learning services for students.

Head Start provides resources to assist students in the transition from pre-k to kindergarten.

The school's Title 1 funds are designated in the following areas: literacy and math coach personnel; transportation for grade level field trips; parent/family engagement events; extended learning; technology; classroom resources; agendas; media books; and instructional materials.

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

Middle School students at Blake Academy have a wide range of elective choices including Technology, Business, Engineering, Journalism, Spanish, Art, Video, Animation, Band, Chorus, Drama, Strings, Coding, and Physical Education. Students select these courses based on their interest. As much as possible, the guidance counselor and the teachers guide them to choose the best available courses for their High School track. Some students earn high school credits that accelerate completion of their graduation requirements. After taking a middle school course at Blake Academy, many students select a specialized academy at the high school level that generated an interest for them in a specific career choice. .

- Through our Career and Technical Education (CTE) programs and our career academies, work-based learning opportunities are being implemented within the experiential learning domains and standards of practice. Partnerships continue being developed assuring those opportunities for students and the bridges to post-secondary educational institutions remain a priority. Articulation agreements are continually being developed with technical colleges and state colleges in response to higher attainment levels of high school industry certifications. Dual enrollment courses within the CTE field are consistently evaluated and provided to students as often as possible.
- Accelerated programs, as well as, high school courses are available to students to provide academic rigor and to earn high school credit while in middle school.
- Every middle and high school will have a designated College and Career Contact.
- Students will create academic plans for high school and graduation, and will also track progress for post- secondary education and training. FloridaShines and Overgrad will be used to track this information.
- Career inventories will be used at all grade levels to help students identify skills and interests for college and career planning.

Part V: Budget

Total:	\$0.00
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