

Lake Wales Charter Schools

Bok Academy



2018-19 Schoolwide Improvement Plan

Bok Academy

13895 HWY 27, Lake Wales, FL 33859

<https://www.bokacademy.org>

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)
Middle School 6-8	Yes	59%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	48%

School Grades History

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

**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

N/A

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.

2018-19 DA Category and Statuses for Bok 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.

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

b. Provide the school's vision statement.

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

2. School Environment

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

First period teachers have an academic coaching class built into their first period time frame. During this time, teachers and students get to know each other and bond as a classroom family. Academic coaching teachers focus on strategies to help students cope with hidden curriculum issues like how to reach goals, obtaining success, dealing with everyday problems in productive ways, and learning important life skills in order to handle future challenges. In addition, teachers provide academic print outs and counsel with students on their current grades, providing helpful suggestions for the student to obtain success.

Students and teachers participate in morning meeting held every week. Students and staff meet in the cafeteria on Monday or Friday at the start of the school day. During this time, staff and students celebrate achievements, address school issues, hear from local/state/national speakers and focus on upcoming school activities.

Early in the school year, Bok Academy celebrates incoming 6th graders with an overnight camping experience, Camp Bok, at a local campground. Camp Bok is designed to help create unity among the new 6th graders and staff at Bok Academy. Camp Bok is designed to set the climate and culture for Bok Academy middle school and beyond. The time is spent focused on team and community building, individual growth, and community service. The ultimate goal is for students to leave Camp Bok feeling closer to their peers and the Bok staff, more confident as individuals, and ready to tackle, with excitement, the beginning of middle school at Edward Bok Academy.

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

During academic coaching, students develop a community view and learn what is expected of them as a member of the Bok community. Academic coaching teachers develop positive relationships with their students through team building activities, teaching the students about the 55 Bok Essentials, and providing positive reinforcements throughout the year.

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

Bok Academy believes in "Living by the Rule of Good Judgment." To that end, Ron Clark's 55 Essentials have been adapted and specially modified to fit the rules and expectations of Bok Academy. The school teaches the 55 Bok Essentials to its students in order to build a civil and respectful community. The 55 Essentials are taught in "chunks" during core subject classes for the first few weeks of school. Each subject area focuses on specific rules and the rules are posted in the classrooms for review purposes. Throughout the year, these guidelines of civility are reinforced in every aspect of the school - whether in class, in the hallways, at lunch, morning meeting or at a regatta.

To encourage the use of the 55 Essentials, Bok Bucks are awarded to students living out the essentials. Students are encouraged and acknowledged for using the rule of good judgment, the 55 essentials, or other positive attributes. Drawings are done periodically and students are rewarded if their name is drawn from a Bok Buck container.

Bok Academy offers a girl empowerment group, Sheroes, which helps girls with self-esteem, confidence, and with navigating middle school.

Bok Academy has high academic and behavioral expectations which are clearly defined and reinforced throughout the school year. In addition, Bok Academy staff is constantly in contact with parents/primary care givers for both positive or negative student behavior. Students are encouraged and taught to take responsibility for inappropriate behavior; to that end, we also have a school-wide behavioral system in place, as well as a harassment/bullying reporting system. (See C below.)

The school participates in morning meeting; students and staff meet in the cafeteria on Monday or Friday at the start of the school day. During this time, staff and students celebrate achievements, address school issues, and focus on upcoming school activities.

The staff at Bok Academy takes bullying/harassment very seriously and tries to educate students about what it looks like and what the consequences to both parties can be; Bok staff tries to teach that in fact, that same behavior (in a more mature person) can result in a firing from a job or possible arrest, particularly if that behavior is found in the adult world. Reporting is encouraged and expected. If an incident is reported, Bok staff work with both parties to attempt to sort through the issues that brought the behavior. Bok has created a program, Knights of the Roundtable, to address the overall atmosphere at the school and issues such as these. Seminars are provided for students to learn how to recognize this behavior and how to break the pattern that is sometimes found in individuals and communities. Bok Academy also conducts climate surveys to determine the health and well-being of the Bok community. This work is ongoing as the staff seeks to make Bok a place of emotional safety for students.

Teachers have specific morning or afternoon duty, rotating every other week. During lunches teachers are on an every three week rotation. During this time teachers interact with students, monitor behavior, and observe student behavior for concerns. During off duty weeks, teachers open up their classrooms to students needing support in curriculum, time to complete their prepwork, and/or request tutoring. Lunch time also serves as a tutoring opportunity for students needing support, quiet space to work, and/or needing to complete make up work.

Nominated students participate in the Knights of the Roundtable. Knights of the Roundtable is a group of students who have been recommended by parents or teachers to work together to develop a curriculum for important characteristics to implement during a morning meeting. These characteristics will include grit, self-motivation, self-confidence and self-advocacy. The purpose of the group is the encourage students to work together, create an agenda, and present to a large population of peers. This will teach responsibility, organization, and confidence to a group of students.

The Bok Bridges program is a tier 2 behavior intervention program to give students and parents a daily feedback of the student's behavior and academic engagement. Once a student is enrolled in the program they will be given a Bok Bridges form each morning from the school social worker who will talk to the students about their day and if they have all the school supplies they need to complete the day without any complications. The students will provide this paper to each period teacher for them to complete and sign about the students academic engagement and behavior for that class period. At the end of the day the student returns one copy to the social worker to review and the other to their parents for review. This program has been proven to be extremely helpful for students who need to reach short-term goals in academics or behavior.

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.

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

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

Teachers have clearly defined classroom guidelines that align with the 55 Essentials. In addition, for student behavior that is unbecoming, or goes against the Bok way, there is a school wide behavioral plan in place: Students who break a school rule may be required to spend their lunch in Community Sanction. Community Sanction is spent silently in a classroom, under teacher direction. If a student begins a pattern of counter-productive behavior, teachers and/or administration will contact parents and explore other approaches, which may include additional sanctions or behavioral contracts. Community sanctions are used to address behavioral, not academic performance. Below is the Community Sanction Tier, showing consequences for multiple CS. At the start of each nine-week grading calendar, each student starts over, at the beginning of the CS tier.

Community Sanction 9-Week Tier:

- 1st CS Lunch CS and parent notification
- 2nd CS Lunch CS and parent notification
- 3rd CS Lunch CS and parent notification
- 4th CS 1 day Out of School Suspension and administration parent phone conference
- 5th CS Lunch CS and parent notification
- 6th CS 1 day Out of School Suspension and in-person parent conference
- 7th CS Lunch CS and parent notification
- 8th CS 1 day Out of School Suspension and in-person parent conference w/contract
- 9th CS Refer to contract

Bok Academy utilizes another school wide behavioral plan, Bok Bridges, for behavior and/or academics. This is a program designed for some students who may need daily feedback and/or mentoring with their academic work and behavior. If a student is enrolled into this program, he/she will be given a Bok Bridges form to take to each teacher (and the teacher notes the need or achievement for that day in class) and then return to Administration/mentor at the end of each day. The student is to take a copy of the BB's sheet home for the parents to review. It is the child's responsibility to take the form home; the parent will know to expect this each day. This program has

proven to be extremely helpful for students who need to reach short-term goals in academics or behavior. In fact, many students have successfully reversed the pattern of counter-productive behavior and no longer need the daily check-up after a period of time. This is a key intervention piece at Bok that has proven effective. In addition, we have partnerships with community mentors for students who need it.

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.

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

Bok Academy offers a girl empowerment group, Sheroes, which helps girls with self-esteem, confidence, and with navigating middle school.

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

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.

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

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

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

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

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

Bok Academy teachers offer tutoring before school, during lunch, and after school.

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

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	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	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	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

The MTSS team will meet to discuss specific academic concerns. If needed, appropriate Tier 2 interventions will be planned and implemented. If the academic concern ceases, the intervention was effective and will be used as a support. If Tier 2 interventions are ineffective, Bok Academy's MTSS team continues to move through the MTSS problem solving model.

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

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

Bok Academy also offers tutoring during lunch and after school.

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

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/612832>.

2. Description

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

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

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

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

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

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

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

Bok Academy hosts a seminar series featuring Dr. Richard Marshall, Neuropsychologist, professor, and author of the book, Handbook For Raising an Emotionally Healthy Child. Parents were invited to three events featuring Dr. Marshall's expertise on adolescent emotional health. The school plans to continue this endeavor each year.

IT teachers and students connect with the community to offer free web seminars - where Bok students use their technical knowledge to teach others. For example, Bok Academy students teach community

members how to set up a Google Drive account and sync devices and contacts. Community members see students in action - as teachers. Bok Academy hosts a technology summit for teachers in the Lake Wales Charter School system. Teachers from Bok Academy and other LWCS schools present innovative and effective ways to incorporate technology into the classrooms. Main participants are from the LWCS; however, local colleges and surrounding districts send attendees to the summit.

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

Bok Academy offers a K-12 Chess Team for the schools in the Lake Wales Charter Schools, Inc. system. Learning and playing chess provides a host of benefits including improved memory, problem-solving skills, an enhanced ability to think ahead, and potential performance improvement in math and science

Bok Academy supports a local charitable organization, the Lake Wales Care Center, (LWCC) by participating in a holiday food drive and Academic Coaching classes sponsor needy families vetted through the LWCC.

Bok Academy strives to build and sustain partnerships with the local community through the iCare program. Students and staff volunteer their time on a monthly basis to two local assisted living facilities. They build relationships with the residents through crafts, activities, and discourse. There is also a memory component used with memory care patients where residents are provided with an iPod filled with songs from their era, to help stimulate their memories. Research shows this improves the memories of patients with Alzheimer's and dementia.

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
Moses, Damien	Principal
Linder, Alicia	Instructional Coach
Croft, Aundrea	Assistant Principal
Claypool, MaryBeth	Attendance/Social Work
Anderson, Roxanne	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.

Principal: The Principal provides a common vision for the use of data-based decision-making, models the Problem Solving Process; supervises the development of a strong infrastructure for implementation of MTSS; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support MTSS implementation; develops a culture of expectation with the school staff for the implementation of MTSS schoolwide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based MTSS plans and activities.

Assistant Principal: Assists Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of MTSS, further assists the principal in the assessment of MTSS skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning MTSS plans and activities.

Instructional Coach: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Assists with whole school screening programs that provide early intervening services for children to be considered “at risk,” assists in the design and implementation for progress monitoring, data collection, and data analysis participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Administrative Support: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students’ academic, emotional, behavioral, and social success.

Attendance/Social Work: Helps students and families to enhance their individual and collective well-being. Helps students develop social skills, promotes positive thinking, self-awareness, and positive relationships. Flags students with attendance issues work with the attendance team and maintain records of meetings, interventions, and attendance contracts.

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.

The MTSS Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.

The MTSS Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:

- o Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.
- o Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.
- o Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
- o Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring. Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

Title I, Part A

Title I, Part A, funds school-wide services to Bok Academy. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and

resources for parents.

Title I, Part C- Migrant

Migrant students enrolled in Bok Academy will be assisted by LEA's Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D

N/A

Title II

Professional development resources are available to Title I schools through Title II funds. Bok Academy will provide training for the staff as outlined in the LWCS Title II application.

Title III

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff. Bok Academy will provide training for the staff as outlined in the LWCS Title III application.

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Damien Moses	Principal
Candace Howard	Parent
Heather Cain	Parent
Shelley Batson	Parent
Megan Brown	Parent
Barbara Diaz	Education Support Employee
Suzanne Fletcher	Parent
Melissa Hamm	Parent
Jennifer Rodriguez	Business/Community
Michelle Yodonis	Parent
Kris Blankenship	Parent
Shelly Booth	Parent
Emilio Fuentes	Business/Community
Shay Hixenbaugh	Parent
Kristy Lairson	Parent
Barbara Ramos	Parent
Alicia Linder	Education Support Employee
Arkisha Jackson	Parent

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

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

b. Development of this school improvement plan

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

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

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

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

School Improvement Funds allocated last year were used as follows:

To support economically disadvantaged students and help to increase DSS in math, Bok Academy used Acaletics Math Curriculum - an evidence-based program. The cost of that program is \$25,000.

To support and increase reading DSS, Bok Academy implemented Stride Academy. This is an evidence-based program that uses standard based technology - which gives parents and students

feedback and enrichment work for areas identified as weak. The cost of that program is \$3,500.00.

To support student services, Bok Academy has a full time Social Worker T1 : salary & benefits paid at 90% \$49,850.

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
Moses, Damien	Principal
Linder, Alicia	Instructional Coach
Croft, Aundrea	Other
De Primo, Lubertha	Teacher, K-12
Anderson, Roxanne	Assistant Principal

b. Duties

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

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

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.

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

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

Every teacher has an Academic Coaching class first period. One aspect of Academic Coaching that is helpful for bringing collaboration and positive working relationships to the teachers, is the ability during that class time to cross-over curriculum. For example, the math department may put together a practice curriculum for all AC classes to work on at the same time; giving attention to a needed skill details that will then be helpful during regular time in math class. The same strategy is also used in AC for other curriculums, thereby creating an environment of academic support and synergy among colleagues.

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

Lake Wales Charter School handles the job posting for all LWCS. In addition, Bok Academy advertises on its website. Bok gives teachers responsibility and freedom; that construct is an attractor for many educators. The expectations are very high for Bok employees and improving student achievement is at the forefront of the work. The administration clearly articulates the expectations before a staff member is hired, and he/she is also informed about the benefits of teaching in a charter situation.

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

All teachers new to Bok, despite previous teaching experience, are assigned a Bok Mentor to help with the transition and learning the Bok Way. New Bok teachers also have a Department Dean to go to with content questions, in addition to good teaching practices and advice. Mentors also serve in this capacity and beyond - helping in any way possible. New staff members receive training during the first weeks of school to ensure they are equipped with the tools necessary for success.

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.

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

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.

Bok Academy uses the previous year's state assessment scores provided by the state to determine if students are proficient in reading and math. When considering the student's state assessment scores and proficiency levels, a DSS score below 3 in reading are placed in an intensive reading class where instruction is scaffolded in order to improve grade-level success. In addition, Acaletics math curriculum is used at school and at home to provide support for all students. Teachers receive student data during the first weeks of school. Each teacher, including supporting keystone teachers, analyzes data for each child. Each teacher utilizes an FSA Intervention and Prevention form. Teachers receive FSA scale scores, proficiency levels, state proficiency levels, and individual student data for both ELA and Math. Teachers analyze data identifying level 1, 2, and low 3 students in each period. Teachers develop a strategy for the students which supports the students learning and mastery of the state standards. Some of the strategies teachers utilized are: 1:1 tutoring during lunch, support materials/resources, extra time practicing skills, before/after school tutoring, and small group lunch tutoring. Teachers maintain a copy of the scores and FSA Intervention/Prevention forms, along with providing a copy for Title I.

Students with a proficiency level 1 score in ELA/Reading are placed in intensive reading, a 90 minute class block.

Students in all content areas (Reading, Math, Language Arts, Science and Social Studies) participate in progress monitoring three times during the school year. Based on results, curriculum is adjusted and re-taught for improvement or more rigorous depth of knowledge. Departments meet with the administration to develop plans for students needing support.

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

Students are tutored during lunch and/or after school as needed. Busing and snacks are provided.

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: After School Program

Minutes added to school year: 3,332

Students gain more independent practice on FSA standards in smaller group settings which focus on reading, writing and mathematics.

Strategy Rationale

The purpose of the after-school program is to provide academic support to students who are currently functioning below grade level in core academic subjects.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Linder, Alicia, alicia.linder@lwcharterschools.com

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

Progress Monitoring exams are given at the beginning and at the end of the after-school program sessions. Each week student results are shared with tutoring teachers to ensure students are finding success on underlying concepts needed in their core curriculum. Data is also shared with the administration; administration team will make decisions about curriculum rigor and expectations based on the weekly scores. Adjustments will and can be made to ensure academic success and rigor are being met.

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.

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

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

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

For outgoing 8th graders - Bok Academy invites local high schools to come and speak to students or to send information about their school. Lake Wales High School provides two opportunities for a successful transition. First Bok 8th graders visit the high school campus for a tour and look at what the school offers. Secondly, the high school invites Bok Academy 8th graders to a career and college fair as a part of a partnership with Polk State College.

In 2015-16 and 2016-17, Bok Academy students worked in partnership with Polk State College and Janie Howard Wilson Elementary students to study water issues in Florida, including the Floridan aquifer and water quality in the greater Crooked Lake watershed. This year, Polk State College partners have been awarded a Givewell Foundation grant to fund a partnership called "Girls in STEM." A cohort of 50 female students from both Bok Academy and Janie Howard Wilson Elementary will be selected to participate in Saturday workshops that introduce them to field work and lab work alongside women who work in various STEM careers.

Science Olympiad is a competition for elementary, middle, and high school students. Teams that compete are comprised of up to 15 students, led by one teacher called a coach, who compete in 23 different events. The events are in physics, chemistry, earth space science, biology and engineering. Students engage in hands-on, interactive, inquiry-based activities that are lab-based, research-based, or prebuilt. Unlike some science competitions, Science Olympiad requires that students do science during the competition rather than just report about a science project. The goal of Science Olympiad is to improve the quality of science education through competitions similar to sporting events.

The Science Olympiad was created in 1983 by Dr. Gerard J. Putz and Jack Cairns to increase interest in science and as an alternative to traditional science fairs and single-discipline tournaments. Science Olympiad has members in all 50 states, totaling more than 12,000 actively participating K-12 schools.

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.

The school incorporates college and career prep into the curriculum for 8th grade American History. The guidance counselor spends a week in each class using tools like FLCHOICES.org and

FLVC.org. We use interest surveys and explore interests, colleges & universities, and create a tentative plan. We make sure that their high school plan reflects their future college plans.

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

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

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

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

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

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

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

In addition, Bok Academy's IT (Information Technicians) class teaches students the technical

knowledge needed to build, troubleshoot and repair computers and network systems. Students learn the skills necessary to function as a PC support, help desk technician, and/or network support. They assist the technology programs at Bok Academy, Lake Wales Charter School system, and in the community.

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.

No HS Feedback form from Polk County is available at this time. High achieving students are offered HS level courses such as Honors Algebra, Honors Geometry, HS Spanish, and Honors Physical Science. We also make sure the students are well informed on the different options for high school.

Several programs offered at Bok Academy provide meaningful background knowledge as a critical precursor for high school and post secondary education. For example, Bok Academy's STEM program infuses math and science. The IT (Information Technicians) class teaches students the technical knowledge needed to build, troubleshoot and repair computers and network systems. Students learn the skills necessary to function as a PC supporter, help desk technician, and/or network supporter. Students in the IT classes assist the technology programs at Bok Academy, Lake Wales Charter School system, as well as in the community.

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.

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.

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

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), 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. By the end of the school year, students scoring at proficiency level in Mathematics, ELA, Civics, and Science will increase proficiency by 3%, as measured by the school grade report. 1a

G100836

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	3.0
FSA ELA Achievement	3.0
Statewide Science Assessment Achievement	3.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- For all subjects - Stride Academy, Typing Agent, Google Classroom, Quizlet - use for vocabulary/concept practice, and classroom iPad/computers. For ELA - Vocabulary workshop book and novels. ELA also offers writing workshops during lunch, as well as after school tutoring. For Math - Acaletics program, tutoring offered before/after school, including lunch; EOC studying sessions; teacher created lessons for academic coaching classes & as student resource videos for at home learning. For Science - Quik-Piks, 2016/17 Content Focus Report, Stride Academy - use teacher-created quizzes for each branch of science, CK-12, Glencoe Online Text Book - link does not work for all computers/software programs, Vocabulary Best Practices.

Plan to Monitor Progress Toward G1. 8

Progress monitoring testing results

Person Responsible

Alicia Linder

Schedule

Triannually, from 8/13/2018 to 5/17/2019

Evidence of Completion

Progress monitoring data collected from each teacher/department using Google Drive. Parents receive reports, pretest scores and midterm scores.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

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

 G100836

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

 B271959

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

 S287942

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Alicia Linder

Schedule

On 5/17/2019

Evidence of Completion

Meeting agendas/Parent sign-in sheets

Action Step 2 5

Teachers will learn about effective inclusive practices during specific faculty meetings.

Person Responsible

Alicia Linder

Schedule

Quarterly, from 8/13/2018 to 5/17/2019

Evidence of Completion

Sign in sheets

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

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

Person Responsible

Damien Moses

Schedule

On 5/17/2019

Evidence of Completion

Parent sign-in sheets/Parent surveys

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

Classroom assessments on a regular basis and Progress Monitoring.

Person Responsible

Damien Moses

Schedule

Annually, from 8/13/2018 to 5/17/2019

Evidence of Completion

Progress monitoring reports sent to parents; Progress monitoring results reported to appropriate school and district personnel.

V. Professional Development Opportunities

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

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

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

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

PD Opportunity 1

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

Facilitator

Alicia Linder

Participants

Deans of each subject area, excluding Keystone teachers; Technology coordinator and LEA Facilitator; and administrator.

Schedule

On 5/17/2019

PD Opportunity 2

Teachers will learn about effective inclusive practices during specific faculty meetings.

Facilitator

Pam Babington

Participants

Teachers

Schedule

Quarterly, from 8/13/2018 to 5/17/2019






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	Parents of all students will be invited to multiple school events throughout the year in order to build relationships between home and school. The FSA parent night will help parents to better understand changes in standards and standardized testing, in addition to teaching them how to help their student utilize school to home resources such as Acaletics, Stride Academy, etc. Students use the daily planner to inform parents of school work, events, and providing an open source of communication.				\$79,920.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			District-Wide	Title I, Part A		\$79,920.00
			<i>Notes: Parents of all students will be invited to multiple school events throughout the year in order to build relationships between home and school. The FSA parent night will help parents to better understand changes in standards and standardized testing, in addition to teaching them how to help their student utilize school to home resources such as Acaletics.</i>			
2	G1.B1.S1.A2	Teachers will learn about effective inclusive practices during specific faculty meetings.				\$0.00
					Total:	\$79,920.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.MA1  M427193	Progress monitoring testing results	Linder, Alicia	8/13/2018	Progress monitoring data collected from each teacher/department using Google Drive. Parents receive reports, pretest scores and midterm scores.	5/17/2019 triannually
G1.B1.S1.MA1  M427191	Classroom assessments on a regular basis and Progress Monitoring.	Moses, Damien	8/13/2018	Progress monitoring reports sent to parents; Progress monitoring results reported to appropriate school and district personnel.	5/17/2019 annually
G1.B1.S1.MA1  M427192	Administration will be present at this event to ensure complete implementation.	Moses, Damien	8/13/2018	Parent sign-in sheets/Parent surveys	5/17/2019 one-time
G1.B1.S1.A1  A390597	Parents of all students will be invited to multiple school events throughout the year in order to...	Linder, Alicia	8/13/2018	Meeting agendas/Parent sign-in sheets	5/17/2019 one-time
G1.B1.S1.A2  A390598	Teachers will learn about effective inclusive practices during specific faculty meetings.	Linder, Alicia	8/13/2018	Sign in sheets	5/17/2019 quarterly