

Lake Wales Charter Schools

# Edward W Bok Academy North



## 2019-20 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>9</b>
<b>Planning for Improvement</b>	<b>14</b>
<b>Title I Requirements</b>	<b>15</b>
<b>Budget to Support Goals</b>	<b>16</b>

# Edward W Bok Academy North

401 N 4TH STREET, Lake Wales, FL 33853

[www.bokacademy.org](http://www.bokacademy.org)

## Demographics

**Principal: Donna Drisdorn**

Start Date for this Principal: 8/28/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	70%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (53%) 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

N/A

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>9</b>
<b>Planning for Improvement</b>	<b>14</b>
<b>Title I Requirements</b>	<b>15</b>
<b>Budget to Support Goals</b>	<b>16</b>

## Edward W Bok Academy North

401 N 4TH STREET, Lake Wales, FL 33853

[www.bokacademy.org](http://www.bokacademy.org)

### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	49%

### School Grades History

Year	2018-19
Grade	C

### School Board Approval

N/A

### 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.

Edward W. Bok North will create and educate critical thinkers for the digital age.

#### Provide the school's vision statement.

Edward W. Bok North's 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.

### School Leadership Team

#### Membership

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

Name	Title	Job Duties and Responsibilities
Drisdorn, Donna	Principal	The duties and responsibilities of the Principal include but are not limited to creating a welcoming climate and culture that markets and promotes school and district programs by promoting student, parent and community involvement. Directs curriculum and instruction as well as provide enrichment and interventions through the differentiation of instruction for all students. The principal maintains the overall site operations, receiving, distributing and communicates information to enforce school, district and state policies while maintaining safety of the school environment; coordinates school activities, communicate information to staff as deemed appropriate. Moreover, the principal addresses situations and problems and/or conflicts that may negatively impact the school. She works as an advocate for all stakeholders within the school and school's community to be a positive change agent.

### Early Warning Systems

#### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	1	0	0	0	0	0	0	1
One or more suspensions	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	
Level 1 on statewide assessment	0	0	0	0	0	0	31	33	0	0	0	0	0	64

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	1	0	0	0	0	0	0	1

**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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	4	0	0	0	0	0	0	4

**FTE units allocated to school (total number of teacher units)**

26

**Date this data was collected or last updated**

Wednesday 8/28/2019

**Prior Year - As Reported****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
Students with two or more indicators														

**Prior Year - 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	0	0	0	0	0	1	0	0	0	0	0	0	1
One or more suspensions	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	
Level 1 on statewide assessment	0	0	0	0	0	0	31	0	0	0	0	0	0	31

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	1	0	0	0	0	0	0	1



## Part II: Needs Assessment/Analysis

### 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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	62%	0%	54%	0%	0%	52%
ELA Learning Gains	56%	0%	54%	0%	0%	54%
ELA Lowest 25th Percentile	54%	0%	47%	0%	0%	44%
Math Achievement	65%	0%	58%	0%	0%	56%
Math Learning Gains	48%	0%	57%	0%	0%	57%
Math Lowest 25th Percentile	33%	0%	51%	0%	0%	50%
Science Achievement	0%	0%	51%	0%	0%	50%
Social Studies Achievement	0%	0%	72%	0%	0%	70%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	1 ( )	0 ( )	0 ( )	1 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	31 (0)	33 (0)	0 (0)	64 (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.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	62%			54%	8%
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	65%			55%	10%
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019					
	2018					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

### Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	29	57		14	21						
ELL	29	41		35	25						
BLK	48	44		45	41	25					
HSP	60	66	47	60	38	23					
MUL	45	45		55	45						
WHT	68	58	67	74	54	43					
FRL	50	53	56	50	41	28					
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
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

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	368
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	48
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Student's with Disabilities showed the lowest performance at 30% which is below the percentile of the Federal index. Contributing factor(s) include need for support for general education teachers in differentiation of instruction and instructional strategies.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

The 1819 school year was the first year for testing with Edward W. Bok Academy North, thus there is not adequate information to conduct an analysis for comparison of prior year. However, the area which foster concern is Math both in learning gains for SWD and the lowest 25%.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

The data component that had the greatest gap when compared to the state average was that of the student's with disabilities. The gap in the trend identifies a need for additional support and instructional strategies in Math both in learning gains and the lowest 25%.

**Which data component showed the most improvement? What new actions did your school take in this area?**

The data component that was a stand out was that of ELA and Math achievement with ELA at 62% as compared to the states 54% and Math respectfully at 65% as compared to the states 58%.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

The area of concern is the number of students scoring at a level one in ELA and Math.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Student with Disabilities in both ELA/Math bottom 25% and Learning Gains
2. ELL students in both ELA/Math bottom 25% and Learning Gains
3. African-American students in both ELA/Math bottom 25% and Learning Gains
- 4.
- 5.

## Part III: Planning for Improvement

### Areas of Focus:

**#1**

<b>Title</b>	Bottom 25% in ELA/Math for SWD/ELL/African-Americans---focusing on developing students' complex rationale skills through Marzano's Depth of knowledge
<b>Rationale</b>	These subgroups scored considerably below the state's average. Student's should be given the opportunity to develop complex reasoning skills to assist in responding to questions rationally.
<b>State the measurable outcome the school plans to achieve</b>	The students will know, identify the quadrant of rigor in Marzano's Taxonomy, state a claim, give a reason and evidence to support explain their answer choice 3 out of 5 times when asked a question. Students will show a 2% increase due to the implementation of these strategies along with after/before school tutoring and lunch-and-learn activities.
<b>Person responsible for monitoring outcome</b>	Donna Drisdorn (donna.drisdom@lwcharterschools.com)
<b>Evidence-based Strategy</b>	School-Wide use of SRE/CRE when students respond to questions. SRE--Statement,Reason,Evidence (ELA/Social Studies--at the end of Cornell Notes) CRE-State Claim, State Reason, State Evidence/Explanation (Science/Mathematics)
<b>Rationale for Evidence-based Strategy</b>	SRE/CRE
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Professional Development for teachers Marzano's Taxonomy</li> <li>2. Professional Development for teachers SRE/CRE</li> <li>3. Implementation of numbers one and two within each content area with students</li> <li>4.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Donna Drisdorn (donna.drisdom@lwcharterschools.com)

### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

The remainder of the school-wide improvement priorities include:  
Fostering a culture of rigorous academic curriculum and culture within the classroom

Fostering a school-wide culture of respect and rapport for both teacher, students, staff and community  
 Fostering the use of technology to prepare students for the digital age  
 Foster an environment that prepares students to be critical thinkers

## 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 Schoolwide Improvement Plan 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.**

Parents of all students will be invited to multiple school events throughout the year for building relationships between home and school in addition to help parents better understand how to help their children become more successful in and out of school while feeling welcomed whenever on campus.

### **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.**

A school wide behavioral plan, Bok Bridges, is a program Bok Academy North utilizes for behavior and/or academics. This program is designed for 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) the student returns the form 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 Academy North that has proven very effective. In addition, we have partnerships with community mentors for students who need it.

Bok Academy North 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 receive assistance in math, reading, civics, and writing.

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

Bok Academy North provides an overnight camp (Camp Bok) at a local camp. Camp Bok is designed to create unity among the 6th graders and staff, helping set the climate and culture for Bok Academy and beyond. Camp Bok focuses on team/community building, individual growth, and community service; the 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.

5th-grader tours expose 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.

Bok Academy North participated in a vertical align program and initiative with Janie Howard Wilson Elementary school, in a program entitled "Pathways". This program afforded incoming 5th graders an opportunity to become acclimated with middle school curriculum through STEM activities and team building activities during four weeks of the summer. It also created relationships prior to the students entering Bok Academy North.

Science Olympiad is a competition for elementary, middle, and high school students. Events are in physics, chemistry, earth-space science, biology, and engineering. Students engage in hands-on, interactive, inquiry-based activities, lab-based, research-based, or prebuilt.

**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 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.

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

As the school grows to a 6-8 model within a year, the school will incorporate college and career prep into the curriculum, as well as STEM and Polytech courses. The guidance counselor will spend a week in each class using tools like FLCHOICES.org and FLVC.org. We will use interest surveys and explore interests, colleges & universities, and create a tentative plan. We make sure that the student's high school plan reflects their future college and vocational plans.

## Part V: Budget

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: Bottom 25% in ELA/Math for SWD/ELL/African-Americans---focusing on developing students' complex rationale skills through Marzano's Depth of knowledge	\$0.00
---	--------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------



Total:		\$0.00
--------	--	--------