

Polk County Public Schools

# Rosabelle W. Blake Academy



## 2019-20 Schoolwide Improvement Plan

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# Rosabelle W. Blake Academy

510 HARTSELL AVE, Lakeland, FL 33815

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

## Demographics

**Principal: Ava Brown**

Start Date for this Principal: 7/20/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-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)	100%
<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* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: B (55%) 2017-18: B (56%) 2016-17: B (54%) 2015-16: B (54%) 2014-15: C (48%)
<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

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

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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.

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## Rosabelle W. Blake Academy

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

### 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)
Combination School PK-8	Yes	82%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

### School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	B	B

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

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

Learning For All - Whatever It Takes

The mission of the R. W. Blake Academy family is to work together to create a positive environment focusing on leadership through service. At Blake, students will be empowered to understand and apply the process of learning needed for future success.

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

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

- \* Building strong relationships
- \* Creating a positive and respectful environment
- \* Producing quality work

### School Leadership Team

#### Membership

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

Name	Title	Job Duties and Responsibilities
Reimer, Dr. Ruth	Principal	
Champion, Rebecca	Instructional Coach	
Tedder, Rachael	Assistant Principal	
Dunnells, Tanya	Assistant Principal	
Cummings, Albert	Other	
Hutchins, Katrina	Instructional Coach	
Thiede, Kira	School Counselor	

### 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	66	69	67	63	60	60	99	101	97	0	0	0	0	682
Attendance below 90 percent	7	13	16	5	5	5	8	10	12	0	0	0	0	81
One or more suspensions	4	9	8	6	18	4	38	22	29	0	0	0	0	138
Course failure in ELA or Math	6	9	18	15	12	10	47	39	39	0	0	0	0	195
Level 1 on statewide assessment	0	0	0	5	10	20	27	27	27	0	0	0	0	116

**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	5	9	7	11	9	36	28	23	0	0	0	0	128

**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	5	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	1	2	0	0	0	0	0	3

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

44

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

Sunday 7/21/2019

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	16	15	7	8	7	6	9	24	21	0	0	0	0	113
One or more suspensions	6	4	3	15	9	12	27	32	33	0	0	0	0	141
Course failure in ELA or Math	3	16	19	21	13	4	24	24	38	0	0	0	0	162
Level 1 on statewide assessment	0	0	0	18	21	22	29	27	0	0	0	0	0	117
	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students 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	7	5	18	11	8	22	30	39	0	0	0	0	140

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



**The number of students 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	7	5	18	11	8	22	30	39	0	0	0	0	140	

**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	53%	61%	61%	59%	56%	57%
ELA Learning Gains	52%	58%	59%	56%	53%	57%
ELA Lowest 25th Percentile	47%	49%	54%	48%	44%	51%
Math Achievement	55%	61%	62%	47%	52%	58%
Math Learning Gains	52%	56%	59%	42%	50%	56%
Math Lowest 25th Percentile	49%	52%	52%	42%	44%	50%
Science Achievement	43%	52%	56%	44%	49%	53%
Social Studies Achievement	76%	79%	78%	80%	68%	75%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Number of students enrolled	66 (0)	69 (0)	67 (0)	63 (0)	60 (0)	60 (0)	99 (0)	101 (0)	97 (0)	682 (0)
Attendance below 90 percent	7 (16)	13 (15)	16 (7)	5 (8)	5 (7)	5 (6)	8 (9)	10 (24)	12 (21)	81 (113)
One or more suspensions	4 (6)	9 (4)	8 (3)	6 (15)	18 (9)	4 (12)	38 (27)	22 (32)	29 (33)	138 (141)
Course failure in ELA or Math	6 (3)	9 (16)	18 (19)	15 (21)	12 (13)	10 (4)	47 (24)	39 (24)	39 (38)	195 (162)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	5 (18)	10 (21)	20 (22)	27 (29)	27 (27)	27 (0)	116 (117)

**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
03	2019	52%	52%	0%	58%	-6%
	2018	57%	51%	6%	57%	0%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	46%	48%	-2%	58%	-12%
	2018	58%	48%	10%	56%	2%
Same Grade Comparison		-12%				
Cohort Comparison		-11%				
05	2019	55%	47%	8%	56%	-1%
	2018	39%	50%	-11%	55%	-16%
Same Grade Comparison		16%				
Cohort Comparison		-3%				
06	2019	54%	48%	6%	54%	0%
	2018	57%	41%	16%	52%	5%
Same Grade Comparison		-3%				
Cohort Comparison		15%				
07	2019	56%	42%	14%	52%	4%
	2018	42%	42%	0%	51%	-9%
Same Grade Comparison		14%				
Cohort Comparison		-1%				
08	2019	49%	48%	1%	56%	-7%
	2018	60%	49%	11%	58%	2%
Same Grade Comparison		-11%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	57%	56%	1%	62%	-5%
	2018	57%	56%	1%	62%	-5%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	29%	56%	-27%	64%	-35%
	2018	62%	57%	5%	62%	0%
Same Grade Comparison		-33%				
Cohort Comparison		-28%				
05	2019	46%	51%	-5%	60%	-14%
	2018	48%	56%	-8%	61%	-13%
Same Grade Comparison		-2%				
Cohort Comparison		-16%				
06	2019	46%	47%	-1%	55%	-9%
	2018	54%	40%	14%	52%	2%
Same Grade Comparison		-8%				
Cohort Comparison		-2%				
07	2019	58%	39%	19%	54%	4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	43%	40%	3%	54%	-11%
Same Grade Comparison		15%				
Cohort Comparison		4%				
08	2019	63%	35%	28%	46%	17%
	2018	27%	34%	-7%	45%	-18%
Same Grade Comparison		36%				
Cohort Comparison		20%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	45%	45%	0%	53%	-8%
	2018	34%	51%	-17%	55%	-21%
Same Grade Comparison		11%				
Cohort Comparison						
08	2019	42%	41%	1%	48%	-6%
	2018	49%	42%	7%	50%	-1%
Same Grade Comparison		-7%				
Cohort Comparison		8%				

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	75%	70%	5%	71%	4%
2018	97%	84%	13%	71%	26%
Compare		-22%			
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	89%	50%	39%	61%	28%
2018	82%	60%	22%	62%	20%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		7%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	53%	47%	57%	43%
2018	89%	41%	48%	56%	33%
Compare		11%			

## 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	11	50	55	7	44	45		10			
ELL	30	65		35	59						
BLK	40	38	36	43	44	45	22	66	62		
HSP	54	62	64	51	54	52	45	76	85		
MUL	57	36		71	55						
WHT	63	59	48	69	57	48	55	81	63		
FRL	43	47	43	46	45	39	38	69	69		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	14	27	30	11	37	37	45				
ELL	22	35		35	46	50					
BLK	45	44	39	44	45	34	29		77		
HSP	53	46	41	53	53	58	41	100	78		
MUL	31	29		31	23						
WHT	61	49	48	64	58	55	56	96	63		
FRL	46	43	38	49	48	38	36	97	75		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	33	58	62	33	54	50	17				
ELL	17	38	45	13	27	36					
BLK	43	48	33	34	44	46	27	61	69		
HSP	62	55	50	41	40	38	43	90	58		
MUL	78	64		53	50						
WHT	69	61	61	59	44	44	56	88	65		
FRL	54	55	44	39	41	44	35	78	52		

## 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	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	498
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
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	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	44
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	60
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	55
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	60
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	49
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.**

Fourth grade math proficiency had the lowest performance. There are no obvious contributing factors. The students showed a much higher level of proficiency on all of the progress monitoring assessments. Due to long term substitutes at the middle school level there was a lack of academic coaching for the elementary math teachers.

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

Fourth grade math proficiency also had the greatest decline from the prior year, with a 33% decrease by grade level and a 28% decrease by the same student cohort.

**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.**

Fourth grade math was 35% lower than the state, 5th grade math was 14% lower than the state and 4th grade ELA was 12% lower than the state. The only component that was lower than the state for two consecutive years was 5th grade math.

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

Learning gains for ELA and the bottom quartile ELA both increased by 6%. This could be explained by the addition of the research classes for middle school students. There was an increase in Algebra proficiency, as we added an intensive algebra block to provide support for students with learning gaps. One reason why my seventh and 8th grade math proficiency increased was students who were not ready for Algebra remained in advanced 7th grade math or pre-algebra.

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

One area of concern from the EWS data is that student grades of D or F and students scoring a 1 on the FSA do not correlate. Another area of concern is the number of student referrals increased significantly, however the number of students being suspended has not increased.

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

1. Increase ELA proficiency and learning gains
2. Increase Math proficiency and learning gains
3. Increase Science proficiency and learning gains
4. Improving MTSS supports for both academics and behavior
5. Providing adequate support for ESE students

## Part III: Planning for Improvement

**Areas of Focus:**

#1	
<b>Title</b>	Increase Academic Proficiency
<b>Rationale</b>	When looking at trend data over the last five years, ELA proficiency has been 44%, 52%, 59%, 53% and 52%; math proficiency has been 47%, 54%, 47%, 54%, 55%; science proficiency has been 37%, 44%, 44%, 43%, 43%. ELA has declined, Math is on the rise, and Science proficiency has been stagnant. If every child is making a year's worth of growth, proficiency should maintain or increase.
<b>State the measurable outcome the school plans to achieve</b>	Increase end of the year proficiency in Reading to 55%, in Math to 57%, in Science to 45% and Civics to 80%.
<b>Person responsible for monitoring outcome</b>	Dr. Ruth Reimer (ruth.reimer@polk-fl.net)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Implement MTSS with fidelity to ensure students are getting interventions needed to close achievement gaps.</li> <li>2. Collaborative Planning Days with substitute coverage so teachers can build their capacity, providing well planned effective instruction.</li> <li>3. Small group instruction in all core classes at all grade levels.</li> <li>4. Math coach and Literacy coach will provide support in collaborative planning and building teacher capacity.</li> <li>5. Goal setting and tracking at school level, grade level, class level and individual student level.</li> <li>6. Increase student engagement through cooperative learning tasks, improved classroom conditions, and additional access to technology (ipads). A Team of teachers attended the LSI Summer Conference on Academic Teaming building capacity in cooperative learning and will help facilitate PLCs.</li> <li>7. Students will be able to take field trips to provide real world connections to what is being learned in the classroom.</li> <li>8. Tutoring and tutoring materials will be provided in core content areas</li> </ol> <p>In the data analysis it became obvious many classes had quality core instruction, but students who were either above or below average/ESE/ESL were not receiving the support needed to make appropriate growth. MTSS will meet the needs of students performing below level. Small group instruction will allow teachers to meet the needs of their diverse learners including students who are performing below and above level. In addition, cooperative learning can provide a better learning environment for reaching all students by creating a safe way for students to engage in productive struggle and develop 21st century social skills while engaging with the content. To support teachers as they provide implement these strategies planning days will be provided.</p> <p>Coaching is a research based practice shown to make an impact on the quality of instruction and student performance.</p> <p>In classes where the teachers were goal setting and regularly meeting with students about their goals, the students had greater gains than in classes where teachers did not.</p>
<b>Rationale for Evidence-based Strategy</b>	
<b>Action Step</b>	
<b>Description</b>	1. Leadership team created a MTSS plan. Coaches will meet with teachers monthly to track progress and address appropriateness of the interventions. School counselors will help



with initial paperwork and parent meetings. A MTSS committee was also created to help with monitoring and fidelity.

2. When class lists were created, ESE students were placed into cohorts to help ensure that ESE teachers could provide assistance in the classrooms.

3. PLCs have been developed to build teacher capacity on how to create and incorporate rigorous cooperative learning tasks.

4. Coaches have created a planning and PLC schedule to ensure teachers will receive support during planning and in their classrooms.

5. Expectations have been communicated with teachers that administration expects learning targets, success criteria, student teaming, rigorous and differentiated instruction. Cooperative learning should be integrated on a regular basis. Classes are to set goals, track data, and conference with students.

6. PLC time dedicated to build teacher capacity on appropriate small groups for ESE inclusion, ESE teachers will conference quarterly with the ESE teacher to review goals and student progress, Folders have been created to track data on ESE, 504, and ELL students to ensure appropriate growth.

7. MTSS/Rtl data tracking to see how ESE students are doing compared to other children receiving Tier 2 and Tier 3 interventions.

8. Accountability logs completed by ESE teachers to ensure ESE students are receiving their services with fidelity.

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

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#2	
<b>Title</b>	Create a Respectful Learning Environment
<b>Rationale</b>	Last year, 1,368 office discipline referrals were processed. Of those referrals, the three most common concerns were insubordination, disruptive behavior and abusive language or conduct towards staff or others. To decrease the number of referrals the behavior and culture needs to change.
<b>State the measurable outcome the school plans to achieve</b>	Decrease the number of discipline referrals to 600 or less by implementing a school-wide character education/leadership program.
<b>Person responsible for monitoring outcome</b>	Rachael Tedder (rachael.tedder@bakerk12.org)
<b>Evidence-based Strategy</b>	MTSS:B tier 2 and tier 3 behavior interventions will be planned and supported by the behavior interventionist. A Middle School Leadership course has been made a requirement for all 6th graders with a focus on the 7 Habits of Highly Effective Teens. K-3 are focusing on the 7 caring habits by Glasser and 4-8 are doing the 7 Habits of Highly Effective Kids/Teens by Covey. Weekly social skills/character lessons and weekly class meetings are being implemented. Teachers are being required to incorporate cooperative learning to help students develop social skills.
<b>Rationale for Evidence-based Strategy</b>	Increase involvement of parents and other stakeholders through providing parent involvement events and the supplies to build parent capacity as described on the PFEP. With the previous behavior plan, students were given attention or incentives for inappropriate behavior. Typically this leads to a decrease in motivation to use appropriate behavior. PBIS/MTSS:B ensures that students who engage in appropriate behaviors are reinforced, while students who engage in inappropriate behaviors are given interventions to develop replacement behaviors. In addition to this, we are teaching skills to help children engage in appropriate behavior and reinforcing and celebrating students who work together and communicate respectfully.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. A behavior interventionist position was created and a qualified teacher was hired. The interventionist and a team attended training over the summer., A MTSS:B team/committee has been created and the team is working to create a behavior intervention plan. School Expectations have been created and posters made for common areas and classrooms. Monthly PBS celebrations have been planned.</li> <li>2. The leadership course has been created and staffed for Middle School. The elementary master schedule has time built in to teach character/social skills lessons and weekly class meetings. Binders are being created with lessons and suggested materials for teachers to use in these meetings. Teachers will also have Sanford Harmony materials available. A partnership has been established with the Kiwanis of Lakeland to create a K-Kids and Builders Club which promotes leadership through service.</li> <li>3. PLCs are being developed to build teacher capacity in positive communication with students, collaborative learning, and PBIS strategies including skills like specific positive praise, appropriate rates of praise, and pivot praise.</li> </ol>

4. School-wide behavior plan has been developed and implemented. The Middle school uses the Bridge Card for infractions and has added a positive behavior component as well. For grades 6-8, PBS celebration events have been increased from quarterly to monthly. Elementary classrooms are on a color/clip chart system that all classrooms are expected to use.
5. All classes will engage in service projects.

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

### 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 two areas of focus we selected encompass all the areas with which we were concerned.

## 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.**

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

### PFEP Link

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

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

Students identified as having social-emotional needs are given the opportunity to meet with the school counselor or behavior interventionist individually or in small groups. Severe cases may be handled with a contracted mental health counselor. The IEP also identifies and addresses social emotional goals for all students with special needs. Blake Academy also utilizes CHAMPS and PBIS.

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

Blake Academy has established strong partnerships with our pre-school programs. Including a school-readiness program on campus where students are included in the day to day activities of the school. Incoming Kindergarten students are potentially identified beginning in the fall during the Choice/Magnet School application window and any registering students participate in a Kindergarten Roundup in the spring.

Fifth grade students transitioning to middle school attend the WE3 expo to learn about various programs and academies available.

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

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

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

- Title I, Part A project funds school-wide services at our eligible and participating Title I schools. The Title I funds provide supplemental instructional resources and interventions so that all students achieve academic success.
- Title I, Part C project funds assist students that are prioritized by the MEP for supplemental services based on need and migrant status, as defined by federal and state regulations.
- Title I, Part D project funds provide Transition Facilitators at select Neglected and Delinquent school sites to assist students who transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school.
- Title II funds provide professional development resources to build the capacity of teachers by funding consultants, district professional development personnel, including district/regional coaches, and curriculum specialists. The Title II project contributes to the recruitment/retention of teachers in the district by funding district recruitment personnel, recruitment initiatives both within and outside the school district.
- Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, professional learning opportunities for school staff, as well as parent family engagement opportunities.
- Title IX – Homeless OR HEARTH Program funded through Title IX and Title I, provides support for students identified as being in a homeless situation. Title I provides support for this program, through funding of HEARTH staff, professional development, and contracted extended learning services for students.

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

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

Middle School students at Blake Academy have a wide range of elective choices including Technology, Engineering, Journalism, Spanish, Art, Video, Animation, Band, Chorus, Drama, Strings, and Physical Education. Students select these courses based on their interest. As much as possible, the school counselor and the teachers guide them to choose the best available courses for their High School track. Some students earn high school credits that accelerate completion of their graduation requirements.

After taking a middle school course at Blake Academy, many students select a specialized academy at the high school level that generated an interest for them in a specific career choice.

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

## Part V: Budget

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

1	III.A.	Areas of Focus: Increase Academic Proficiency	\$0.00
2	III.A.	Areas of Focus: Create a Respectful Learning Environment	\$0.00
Total:			\$0.00