

Lake Wales Charter Schools

Bok Academy



2021-22 Schoolwide Improvement Plan

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Bok Academy

13895 HWY 27, Lake Wales, FL 33859

<https://www.bokacademy.org>

Demographics

Principal: April Barnhardt

Start Date for this Principal: 8/15/2010

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	66%
2020-21 ESSA Subgroups Represented (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
School Grades History	2020-21: A (47%) 2018-19: A (65%) 2017-18: A (67%) 2016-17: A (67%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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.

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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Bok Academy

13895 HWY 27, Lake Wales, FL 33859

<https://www.bokacademy.org>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>62%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>Yes</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>55%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade	A	A	A	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 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 Academy will educate Renaissance thinkers for the digital age.

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.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Moses, Damien	Principal	
Croft, Aundrea	Assistant Principal	
Anderson, Roxanne	Assistant Principal	
Linder, Alicia	Instructional Technology	
Williams, Dezonias	Staffing Specialist	
Lamb, Jamie	Instructional Coach	
Kapphan, Allison	Instructional Coach	

Demographic Information

Principal start date

Sunday 8/15/2010, April Barnhardt

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

Total number of teacher positions allocated to the school

34

Total number of students enrolled at the school

584

Identify the number of instructional staff who left the school during the 2020-21 school year.

8

Identify the number of instructional staff who joined the school during the 2021-22 school year.

6

Demographic Data

Early Warning Systems

2021-22

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	0	
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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	23	27	9	0	0	0	0	0	59
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	31	31	5	0	0	0	0	0	67
Number of students with a substantial reading deficiency	0	0	0	0	0	0	75	79	32	0	0	0	0	0	186

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	0	0	0	0	0	0	0	0	

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	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 8/18/2021

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	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	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	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	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement	53%			68%		54%	70%		53%
ELA Learning Gains	52%			60%		54%	62%		54%
ELA Lowest 25th Percentile	33%			55%		47%	54%		47%
Math Achievement	45%			73%		58%	75%		58%
Math Learning Gains	29%			62%		57%	68%		57%
Math Lowest 25th Percentile	31%			51%		51%	57%		51%
Science Achievement	53%			68%		51%	70%		52%
Social Studies Achievement	74%			94%		72%	99%		72%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	59%			54%	5%
Cohort Comparison						
07	2021					
	2019	62%			52%	10%
Cohort Comparison		-59%				
08	2021					
	2019	81%			56%	25%
Cohort Comparison		-62%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	63%			55%	8%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	63%			54%	9%
Cohort Comparison		-63%				
08	2021					
	2019	80%			46%	34%
Cohort Comparison		-63%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	67%			48%	19%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	93%	0%	0%		

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	0%	0%		

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	0%	0%		

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

English/Language Arts -- Standards based content/grade level exam

Mathematics -- Standards based content/grade level exam

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44	50	51
	Economically Disadvantaged	37	43	38
	Students With Disabilities	25	25	25
	English Language Learners	14	29	7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	1	3	19
	Economically Disadvantaged	0	2	10
	Students With Disabilities	0	0	6
	English Language Learners	0	0	7

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26	55	52
	Economically Disadvantaged	19	38	39
	Students With Disabilities	0	33	22
	English Language Learners	5	37	32
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	1	4	15
	Economically Disadvantaged	1	3	9
	Students With Disabilities	0	0	0
	English Language Learners	0	5	11
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	8	13	26
	Economically Disadvantaged	6	7	14
	Students With Disabilities	0	0	22
	English Language Learners	5	5	11

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	57	59	68
	Economically Disadvantaged	64	46	60
	Students With Disabilities	33	25	42
	English Language Learners	29	29	36
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	1	17
	Economically Disadvantaged	0	1	12
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	6	22	22
	Economically Disadvantaged	3	6	16
	Students With Disabilities	0	0	8
	English Language Learners	0	0	7

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	17	35	30	7	18	30	17	77			
ELL	29	40	33	28	28	28	32	78	20		
BLK	29	37	30	23	22	29	25	58	25		
HSP	47	49	29	38	29	30	52	68	42		
MUL	46	38		42	17						
WHT	69	60	43	60	31	34	64	85	63		
FRL	40	43	29	31	23	29	43	64	44		
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	18	43	46	29	44	36					
ELL	26	56	69	51	49	50					
ASN	91	60		100	90						

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
BLK	46	53	49	49	48	46	45	79	15		
HSP	60	59	64	66	57	48	64	97	54		
MUL	73	60		71	64						
WHT	78	63	48	83	67	57	75	96	56		
FRL	56	55	54	63	59	48	59	92	44		
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	36	26	31	53	55	8				
ELL	29	31	36	45	40	45					
ASN	100	82		100	100						
BLK	50	54	55	57	57	44	47	100	35		
HSP	59	54	44	63	58	54	55	100	50		
MUL	63	63		74	79						
WHT	80	67	59	85	74	67	81	98	50		
FRL	59	55	50	67	62	55	62	97	40		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	470
Total Components for the Federal Index	10
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
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	
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	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	43
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	36
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	57
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	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Students with accommodations and within the socio-economic parameters are not emerging with learning gains as compared to their peers. Across the spectrum, students did not perform well, including students who historically have made gains. The impact of COVID19 had on the instruction, curriculum integration, and personal relationships imperative to the growth of the student was significant. Sixth grade math saw the greatest decline and for the first time, algebra and geometry had less than a 100% passing rate. Civics maintained their passing rate, while science saw a slight drop. Reading and writing saw the least amount of impact from the hybrid/online learning environment.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Students with disabilities, english-language learners, and socio-economic data indicate a necessary improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

A decline in learning gains and the use of stagnant implementations combined with less often professional development opportunities has led to a decline in addressing the needs of learners with disabilities, language barriers, and socio-economic struggles. Within the confusing, frustrating, and insecure environment brought on by the world wide pandemic, students suffered learning loss in all learning methods. Emotional well-being and stress management is an important aspect to helping students navigate this difficult period in their lives.

The school intends to hire a social worker, consistent review of data/progress monitoring scores, review best practices supporting ESE/ELL students, and administration review of lessons.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Students have continued to find improved success in reading and writing/grammar. Civics and science continue to see adjustments while avoiding a downward trend.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Students were grouped based on 2018 ELA FSA scores. A combination of a new monitoring exam platform and an increased use of online reading/grammar/writing platforms used for review lead to students feeling more confident in reading online passages and interacting with the text. Civic and science course perform data analysis with students using progress monitoring data. In addition,

students who did not successfully pass a content area will be serviced in a research class using a grade recovery program.

What strategies will need to be implemented in order to accelerate learning?

Students will use a computerized adaptive test for reading/mathematics/science which will help teachers, parents, and administrators improve learning for all students and make informed decisions to promote a child's academic growth. This adapted exam/program adjusts the difficulty of the questions as the test progresses, each student takes a unique test. Math results will automatically coincide with an online platform complete with practice exercises, instructional videos, and a personalized learning dashboard which will empower learners to study at their own pace.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional learning trainings will be provided for math/reading/science teachers to understand the online learning platform, with a specific focus on the students' NWEA MAP Growth. Math teachers will learn about the correlation between MAP Growth RIT scores and the Khan Academy exercises. Youth Mental Health First Aid Training will be provided to teachers to help students navigate the social aspects of the middle years, understand coping mechanisms, understand stress - especially during the pandemic, and will allow teachers the ability to connect with students during difficult times. The leadership team, academic deans, and LEA facilitator will meet to develop school wide elements which will include curricula of a variety of approaches and instruction which teaches students "how to learn". These strategies will be intentional and strategic to support students with disabilities and language barriers, while structured as a universal method for all students. A refresher professional development of Maslow's Hierarchy of Needs will be completed for seasoned teachers, while an introduction course will be provided to new teachers.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Hiring of a licensed social worker; additional interventionists on staff for reading/writing/math/science; research class focused on grade recovery and supportive technology; implementation of school wide study skills/how to be a student techniques; new technology skills with a focus on student learning and study skills.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:	ELL students have not historically made significant learning gains on state assessments. The school's ELL population has increased 72% in five years.
Measurable Outcome:	ELL state assessment scores in ELA will increase by 5% while ELL state assessment scores in math will increase by 8%.
Monitoring:	Progress monitoring scores along with computerized adaptive test results, with final review of state assessment results.
Person responsible for monitoring outcome:	Alicia Linder (alicia.linder@lwcharterschools.com)
Evidence-based Strategy:	Teachers will utilize a variety of strategies listed below, but not limited to: Know and understand - posting clear goals for students Modeling understanding - providing assignments which showcases student learning Check for understanding - frequent and interactive sampling Graphic summarization - showcasing interrelationships
Rationale for Evidence-based Strategy:	Based on the use of project-based learning, technology rich curriculum, state standard driven lessons, and common school teaching pedagogy, teachers will use the described strategies.

Action Steps to Implement

In depth data review of ELL in all content areas to include data analysis with specific focus on ELL students, progress monitoring scores of ELL students verses peers, and teacher data project for easy identification and support of ELL in the content areas.

Person Responsible Alicia Linder (alicia.linder@lwcharterschools.com)

Instructional review of evidence based strategies and technology integration.

Person Responsible Alicia Linder (alicia.linder@lwcharterschools.com)

Review of ELL standards for English language development; implementation of evidence based strategies; monitor student data; teach and review best practices with a focus on graphic organizers.

Person Responsible Dezonias Williams (dezonias.williams@lwcharterschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Academic coaching class will continue to focus on relationship building and the use of the 55 Essentials. Student bullying lessons and no-tolerance methods, along with anonymous reporting will continue to be in place. Open door policy for students to have access to the administration and leadership team will be enhanced by the addition of a licensed social worker. Bok Academy continues to be on the very low scale of school safety and is ranked sixth in the state for safety of our students.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

The teaching staff use the first period of each day as a coaching class for the students. During this block of time teachers provide an array of components necessary for a successful middle years experience. Teachers offer grade/assignment support, incorporate team building, bullying, intra-interpersonal activities, offer tutoring, and support school wide initiatives. The collective staff and students attend scheduled morning meetings to build on the vision and support the goals of the school. Morning meetings provide the campus of learners with supportive speeches, inspirational and motivating experiences, while lending to ways to improve the overall experience for the community. Parents are contacted on a regularly basis through multiple platforms. Parents are encouraged to be involved through the PTO/SAC committees, supporting sports programs, and by attending school events. A school-wide messaging system is used weekly to inform families of upcoming dates and events. Social media platforms provide regular information while the website hosts important information for stakeholders. Visitors are offered campus tours and prospective families are encouraged to visit the campus. The use of the school's facilities by local colleges, clubs, and special corporations are welcomed. Community events are announced and families are encouraged to participate. Student service projects are highly encouraged and the administration takes pride in sharing the students successes through multiple platforms.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The staff uphold the mission and vision of the school's charter by supporting the use of the 55 Essentials, modeling and teaching the "Bok Way", encouraging student's through words of affirmation, making connections with students, and seeing the best in each child. The administrative staff supports the student's learning and social awareness by creating meaningful morning meetings, special experiences, facilitating the campus, and having an open-door policy for students and families. The support staff supports both teachers and the administration by organizing and promoting school initiatives. Parents and families participate in school events, parent/teacher conferences, attending sporting events, and informing the school of needs. Local businesses partners offer support in a variety of ways, such as financial and with donated items to clubs/organizations. Corporations offer support through trainings, often technology based, supporting STEM initiatives, and show an invested interest in the success and future of the school.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners	\$0.00
Total:			\$0.00