

Lake Wales Charter Schools

Bok Academy



2022-23 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: 2/1/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	66%
2021-22 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	2021-22: B (55%) 2020-21: A (47%) 2018-19: A (65%) 2017-18: A (67%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI

* 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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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Middle School 6-8</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>66%</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>56%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B	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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Rosado, Damian	Principal	The principal serves as the instructional leader and chief administrator of the school which involves developing, implementing, and supporting policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student as well as the professional development of each staff member.
Anderson, Roxanne	Assistant Principal	The assistant principal's position is to assist the building principal in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff, and parents. This includes responsibilities such as: leading, directing, counseling and supervising a variety of personnel and programs. Assistant principals are key in creating effective parent, teacher, and student communications. They also support, encourage, mentor, and evaluate staff. They foster teamwork between teachers, staff, and parents.
Linder, Alicia	Instructional Coach	The instructional coach leads and supports teachers and students. The instructional coach also assists with testing and analyzing data.
Lamb, Jamie	Instructional Coach	Support personnel like instructional coaches provide job-embedded and ongoing professional development for teachers, staff, and administration. The coaches interface with the principal to work towards the vision of high-quality teaching and learning.
Williams, Dezonia	Staffing Specialist	The Staffing Specialist coordinates 504, LEA, and ESOL departments to ensure that our students with health concerns and/or disabilities are cared for.

Demographic Information

Principal start date

Tuesday 2/1/2022, April Barnhardt

Number of teachers with a 2022 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.*

41

Number of teachers with a 2022 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.*

0

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

611

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

13

Identify the number of instructional staff who joined the school during the 2022-23 school year.

13

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	212	205	192	0	0	0	0	609
Attendance below 90 percent	0	0	0	0	0	0	24	32	44	0	0	0	0	100
One or more suspensions	0	0	0	0	0	0	10	23	15	0	0	0	0	48
Course failure in ELA	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	2	1	1	0	0	0	0	4
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	36	40	55	0	0	0	0	131
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	51	46	56	0	0	0	0	153
Number of students with a substantial reading deficiency	0	0	0	0	0	0	82	79	93	0	0	0	0	254

Using the table above, complete the table below with the number of students by current grade level who have 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	57	65	78	0	0	0	0	200

Using current year data, complete the table below with the number of students identified as being "retained.":

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	10	9	18	0	0	0	0	37

Date this data was collected or last updated

Friday 1/6/2023

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	
Attendance below 90 percent	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	
Course failure in ELA	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	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	23	27	9	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	67
Number of students with a substantial reading deficiency	0	0	0	0	0	0	75	79	32	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	

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	0	0	0	0	0	0	0	

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 FSA ELA assessment	0	0	0	0	0	0	23	27	9	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	67
Number of students with a substantial reading deficiency	0	0	0	0	0	0	75	79	32	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	52%		50%	53%			68%		54%
ELA Learning Gains	47%			52%			60%		54%
ELA Lowest 25th Percentile	33%			33%			55%		47%
Math Achievement	52%		36%	45%			73%		58%
Math Learning Gains	57%			29%			62%		57%
Math Lowest 25th Percentile	51%			31%			51%		51%
Science Achievement	44%		53%	53%			68%		51%
Social Studies Achievement	82%		58%	74%			94%		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	2022					
	2019	59%			54%	5%
Cohort Comparison						
07	2022					
	2019	62%			52%	10%
Cohort Comparison		-59%				
08	2022					
	2019	81%			56%	25%
Cohort Comparison		-62%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	63%			55%	8%
Cohort Comparison						
07	2022					
	2019	63%			54%	9%
Cohort Comparison		-63%				
08	2022					
	2019	80%			46%	34%
Cohort Comparison		-63%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	67%			48%	19%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	93%	0%	0%		
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	0%	0%		
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	0%	0%		

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	25	32	28	28	45	44	20	52			
ELL	31	38	28	35	42	52	26	57			
BLK	33	36	22	31	52	50	24	70	85		
HSP	43	44	35	44	55	60	35	76	56		
MUL	60	60		53	53						
WHT	67	52	43	68	60	44	60	92	78		
FRL	40	43	33	40	53	51	30	74	58		

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						
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	52
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	31
Total Points Earned for the Federal Index	524
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0

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%	0
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

As an overall trend, each data component saw improvement throughout the year from Fall to Spring. Of the three sub-groups monitored, students with economically disadvantaged households perform closest to the school average. Students with disabilities are performing significantly lower than the school average, as well as, the other sub-groups.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Our greatest need is improvement in proficiency for ELA/Reading. We will focus on our bottom 25% for both proficiency and learning gains. We will continuously monitor our students with disabilities and students with high frequency in their attendance. We went down from the previous year, so we do want to see growth.

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

Students and teachers were not clear on the implications of the test results, and may not have given their best effort. Students in the lowest quartile of Math, ELA, ELL, and SWD need to be targeted for support with B.E.S.T. benchmarks/standards-based instruction. Teachers will focus on individual student data and target deficient standards for reteaching and remediation.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data component displaying the highest increase was in Civics. This component showed a 11 point increase in all subgroups except Students with Disabilities.

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

The greatest contributing factor to this improvement is the Strategic Triage Plan implemented by the Civics department. The Civics PLC discussed the data on a regular basis and identified the greatest need(s) for these students.

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

To accelerate student learning, we will need to implement subject area diagnostics in each subject area. Using that data, teachers will begin to become more familiar with the B.E.S.T. standards. We will then need to address these learning gaps through direct instruction, bellwork and digital practice.

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.

Due to the gaps created by the current shift to the B.E.S.T. standards continuous trainings and resources will be used to address achievement gaps.

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

These efforts will help students to better concentrate on their academics and achievement. Targeted tutoring and small group instruction will be implemented in core subject areas. Additionally, this year we will be taking a new focus on student data and data-driven instruction and accountability.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and
Rationale: To integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student (within multiple subgroups). Focus on students' academic, social, and emotional learning and well-being. The Rationale of academic learning is to be enhanced when students have opportunities to interact with each other and make those meaningful connections. By strengthening our school culture amongst all different subgroups we can focus on social and emotional learning.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.
 By implementing a strong social and emotional school-wide support system, Bok Academy will decrease the number of students with attendance below 90 percent, decrease the number of major disciplinary infractions that lead to internal or external suspensions, and increase Accreditation Stakeholder Student Survey. Student data will show that over 80% of students agree/strongly agree that their social and emotional needs are supported by their school. Our student data will show an increase of 25 percentage points for the topic of "Sense of Belonging" from 50% in the 2021-2022 school year to 75% in 2022-2023.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.
 To decrease the number of students with attendance below 90%, we will collect student attendance data weekly. We will utilize support staff members to monitor the data and connect with students that are showing a pattern of low attendance. We will monitor student participation in SEL activities and events through school participation. We will monitor parent participation in family engagement events and collect customer satisfaction data at the end of the sessions.

Person responsible for monitoring outcome:
 Alicia Linder (alicia.linder@lwcharterschools.com)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented
 We will facilitate PD sessions centered around the continued implementation of Social and Emotional Learning (SEL) in our school. Teachers will then continue to infuse SEL as part of their normal standards-based instructions. We will also communicate with the parents of these students. As part of this communication, staff will address the student's reason for absenteeism. We will address factors such as transportation, illness, family issues, and/or mental health. To decrease the number of disciplinary infractions that lead to internal or external suspensions we will continue to utilize the PASS and PBIS systems. Teachers will utilize the minor infraction form to track behavior and parent communication prior to assigning a disciplinary referral.

for this Area of Focus.

Rationale for

Evidence-based

Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy.

In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building. To create a culture of social and emotional learning with adults and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the team dynamics necessary to collectively support positive organizational improvement and change.

By closely monitoring student attendance data from the beginning, we will be able to address the needs of both the students and their families that may be causing the student to miss valuable instruction time. Similarly, by getting the student's family involved early when minor infractions occur, we can prevent the student from missing classes due to escalation of student behavior. The idea is to create a solid community of support between the student, the family and our school.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Facilitate Social Emotional PD'S and Support to all Staff Members.

Person

Responsible

Roxanne Anderson (roxanne.anderson@lwcharterschools.com)

Implement PBIS, PASS, and Minor infraction Procedures

Person

Responsible

Damian Rosado (damian.rosado@lwcharterschools.com)

#2. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The areas of focus related to the B.E.S.T Standards-aligned instruction for Bok Academy are to focus on our lowest 25% for ELA.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By enhancing our instructional practices specifically related to B.E.S.T. standards-based instruction, Bok Academy will increase the percent of students in the lowest 25% in ELA that will make learning gains as well as, increase the number of students showing proficiency.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Bok Academy will implement early diagnostic/ baseline assessments. We will be progress monitoring throughout the year by utilizing standards-based common assessments, district-wide Progress Monitoring Assessments (PMA), and frequent formative assessments. Teachers will engage in peer observations and share weekly feedback during Professional Learning Community Meetings (PLC).

Person responsible for monitoring outcome:

Damian Rosado (damian.rosado@lwcharterschools.com)

Evidence-based

Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will participate in department data chats, one-on-one data chats with the admin, and student data chats. Teachers will use the data collected from assessments to drive student learning and the differentiation of instruction, reteach and remediate deficient standards.

Rationale for Evidence-based

Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The loss of skills for our students has caused an increased need for our teachers to utilize more rigorous progress monitoring. It is imperative that we use a variety of progress monitoring tools so that we may address student needs in a timely manner. It is also important that all stakeholders are aware of their student data. This allows for stakeholder buy-in and the early addressing of deficient standards.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Progress Monitoring will give teachers a baseline data point for all students at the beginning of the 2022-2023 school year.

Person Responsible

Alicia Linder (alicia.linder@lwcharterschools.com)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Not applicable

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Not applicable

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Not applicable

Grades 3-5: Measureable Outcome(s)

Not applicable

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Administration, Instructional Coaches, and Department heads will monitor using Florida Reporting System.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Lamb, Jamie, jamie.lamb@lwcharterschools.com

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Teachers will use the data collected from common assessments, school-wide progress monitoring assessments, FSA data, statewide progress monitoring data, and weekly reports from Reading Plus to deliver quality and targeted instruction based on student learning trends and/or needs. Instruction is aligned to the B.E.S.T standards for all students.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Teachers will participate in department data chats, one-on-one data chats with administration, and student data chats. Teachers implement Reteach, Remediate, Retest strategy to differentiate instruction based on learner needs and assess understanding and mastery of B.E.S.T standards. Intensive reading classes are smaller class sizes, which provides for more intentional and purposeful instruction. Teachers will implement newly adopted school-wide Reading plus supplementary program. Language arts classes support students' individual reading needs by implementing Reading Plus into weekly instruction. Subject departments assist with student reading needs based off of statewide progress monitoring data specific to their students' learning needs.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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Intensive reading classes implement the use of weekly station rotations to allow for teacher-led small group instruction targeting specific standards based on student needs and data reports collected from common assessments, school-wide progress monitoring assessments, FSA data, statewide progress monitoring data, Reading Plus reports, and teacher observations. This allows teachers to differentiate instruction more effectively and consistently to enhance student growth and achievement.

Lamb, Jamie,
jamie.lamb@lwcharterschools.com

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Bok Academy celebrates staff and students personal achievement with award programs. Students receive recognition for All A's each nine-week marking period; National Junior Honor Society, FFA, and Spanish Honor Society inductions; Athletic Department district winners; and more. All of these accomplishments are recognized through social media and weekly call-outs for parents, students and members of our community to celebrate. Bok Academy established school norms that build positive values. We use the PBIS system to award students for applying our norms and use the informative data from the PBIS system to track positive and challenging areas.

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

Bok Academy generates clear, open communication with the parents of our students. Bok Academy uses Facebook, Schoology, and Instagram for reminders of activities or deadlines for parents and students. Parents, the community and other stakeholders utilize these platforms as a means to communicate with school administration and teachers. Our School Advisory Committee and PTA and community members monitors the progress of our School

Improvement Plan (SIP). Parents on these committee support the SIP by providing Teacher Grants with funds in order to furnish materials for a teacher initiated activity.