

Lake Wales Charter Schools

Edward W Bok Academy North



2022-23 Schoolwide Improvement Plan

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Edward W Bok Academy North

401 N 4TH STREET, Lake Wales, FL 33853

www.bokacademy.org

Demographics

Principal: Donna Drisdorn

Start Date for this Principal: 7/1/2019

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)	70%
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* Asian Students Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (50%) 2020-21: C (41%) 2018-19: C (53%) 2017-18: No Grade
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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Edward W Bok Academy North

401 N 4TH STREET, Lake Wales, FL 33853

www.bokacademy.org

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	70%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	52%

School Grades History

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

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Edward W. Bok North will create, engage, and empower critical thinkers with an intercultural view of the world. Knights will be open-minded, risk takers who are reflective in their inquiry of knowledge making impacts as lifelong learners.

Provide the school's vision statement.

Edward W. Bok North scholars will be principled leaders that thrive through holistic education and will continue to build capacity and commitment for the value of service locally and globally.

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

Demographic Information

Principal start date

Monday 7/1/2019, Donna Drisdorn

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.*

1

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.*

6

Total number of teacher positions allocated to the school

25

Total number of students enrolled at the school

587

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.

10

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	224	181	212	0	0	0	0	617	
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	48	64	34	0	0	0	0	146	
Course failure in ELA	0	0	0	0	0	0	11	7	8	0	0	0	0	26	
Course failure in Math	0	0	0	0	0	0	0	3	3	0	0	0	0	6	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	30	39	48	0	0	0	0	117	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	26	68	38	0	0	0	0	132	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	26	25	19	0	0	0	0	70	

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	27	24	23	0	0	0	0	74	

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	13	4	5	0	0	0	0	22	

Date this data was collected or last updated

Tuesday 8/30/2022

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	165	206	187	0	0	0	0	558	
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	19	21	21	0	0	0	0	61	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	24	19	28	0	0	0	0	71	
Number of students with a substantial reading deficiency	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	145	129	131	0	0	0	0	405	

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	165	206	187	0	0	0	0	558
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	19	21	21	0	0	0	0	61
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	24	19	28	0	0	0	0	71
Number of students with a substantial reading deficiency	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	145	129	131	0	0	0	0	405

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	

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	53%		50%	53%			62%		54%
ELA Learning Gains	50%			44%			56%		54%
ELA Lowest 25th Percentile	39%			28%			54%		47%
Math Achievement	51%		36%	44%			65%		58%
Math Learning Gains	51%			22%			48%		57%
Math Lowest 25th Percentile	42%			19%			33%		51%
Science Achievement	36%		53%	43%					51%
Social Studies Achievement	70%		58%	58%					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	62%			54%	8%
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		-62%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	65%			55%	10%
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		-65%				
08	2022					
	2019					
Cohort Comparison		0%				

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

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	17	32	29	24	42	33	20	53			
ELL	32	38	27	28	40	32	13	69			
ASN	76	71		82	76						
BLK	29	44	48	28	37	29		37			
HSP	49	47	33	44	51	46	29	67	50		
MUL	43	43		47	33						
WHT	61	52	39	60	55	47	51	78	54		
FRL	44	47	37	45	48	37	29	64	51		
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	19	29	30	21	28	24	8	43			
ELL	31	40	38	23	22	15	13	29	20		

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
ASN	71	50		57	25						
BLK	26	29	19	20	10	9	23	28	36		
HSP	46	41	32	35	19	15	36	40	60		
MUL	48	40		36	19						
WHT	63	50	31	56	27	36	52	78	55		
FRL	43	38	28	37	21	19	28	49	52		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	29	57		14	21						
ELL	29	41		35	25						
BLK	48	44		45	41	25					
HSP	60	66	47	60	38	23					
MUL	45	45		55	45						
WHT	68	58	67	74	54	43					
FRL	50	53	56	50	41	28					

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	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	39
Total Points Earned for the Federal Index	485
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	35

English Language Learners	
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	76
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	45
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	42
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	55
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	44
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?

In each content area it is evident that the school has work to do with the following subgroups: Students with Disabilities, English Language Learners and Black/African American. These subgroups showed the lowest percentages within these areas of proficiency: SWD/ELA 18% SWD/Math 21% SWD/Science 20% and SWD/Social Science 53%--ELL/ELA 14% ELL/Math 11% ELL/Science 1% ELL/Civics 1% Black/African American/ELA 29% Black/African American/Math 26% Black/African American/Civics 39% Black/African Americans had no students showing proficiency in the area of Science.

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

The data components based off of progress monitoring and the 2022 state assessments are indicative of each other, the areas of need continue to be reading, identifying key ideas and details, integration of knowledge and vocabulary, citing key evidence.

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

One key contributing factor is that the global pandemic attributed in the widening of the achievement gap as well as physical factors within the school itself. However, the school does not use those factors as a crutch. We have persevered and will continue to work on the areas stated above. The school will continue with its school-wide initiative of front loading with vocabulary as well as implement Reading Plus, which meets students as individuals and address their reading needs. We will also continue to progress monitor using STAR/MAPS data to identify learning gaps in reading.

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

It is amazing that the same areas of need also showed the greatest learning gains, assisting the school in knowing that it is on the right track, but must continue to focus on vocabulary building, identifying key ideas and details, integrating what has been learned, and citing of key evidence.

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

The areas were not new, the school continued to use the following teaching and learning strategies school-wide:
accountable talk, SRE(statement, reason, evidence), CER (claim, evidence, reason), Marzano's vocabulary strategies

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

accountable talk, SRE(statement, reason, evidence), CER (claim, evidence, reason), Marzano's vocabulary strategies, KAGAN

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 will be centered around: data analysis, small group identification and instruction, KAGAN strategies, understanding B.E.S.T. standards, collaborative planning with ESE/ESOL teachers and the intentional writing of lessons to meet the needs of the students, understanding cultural differences, differentiated instruction

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

Additional serves are the implementation of MAPS Science, use of the RAISE across all areas of content as well as the new READ 20 initiative as implemented for the system by our new Superintendent.

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 Black/African-American**Area of Focus Description****and Rationale:**

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

Data shows that this subgroup has fallen below 41% two consecutive years in proficiency, with the lowest areas being ELA, Math and showing zero percent in the area of Science. Though showing proficiency of 32% in the area of Social Science.

Measurable Outcome:**State the specific**

measurable outcome the school plans to achieve.

This should be a data

based, objective outcome.

By the 2022-2023 data seen in progress monitoring, this subgroup will increase in the areas of ELA and Math at or above 41% proficiency.

Monitoring:

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

Data will be analyzed and disaggregated from the school's implemented progress monitoring through STAR and MAPS. Weekly data will be reviewed from teacher made formative and summative assessments as well as the Reading Plus data to determine the focus for small/whole group instructions and services of support.

Person responsible for monitoring outcome:

Donna Drisdorn (donna.drisdom@lwcharterschools.com)

Evidence-based Strategy:

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

Evidence based strategies will be SRE/CER and reading data from Reading Plus

Rationale for Evidence-based Strategy:

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

These evidence based strategies align with the gaps seen within the student performance data.

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.

Teachers will meet with administrators on "Mindful Mondays" to intentionally discuss and review data of content areas of focus. Deans will meet with the administration to dig deeper into the data and the needs of teachers for support and professional development on "Thoughtful Tuesdays". The departments will meet on Wednesday to continue to data dig and work in collaborative learning communities with ESE/ESOL supports to write lessons that are intentional to meet the needs of the students. They will review learning strategies and pay close attention in small groups and learning targets.

Person Responsible

Donna Drisdorn (donna.drisdom@lwcharterschools.com)

#2. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description****and Rationale:**

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

Data shows that this subgroup has fallen below 41% two consecutive years in proficiency, with the lowest areas being ELA of 18% Math 21% and showing Science. Though showing proficiency of 39% in the area of Social Science.

Measurable Outcome:**State the specific**

measurable outcome the school plans to achieve.

This should be a data

based, objective outcome.

By the 2022-2023 data seen in progress monitoring, this subgroup will increase in the areas of ELA and Math at or above 41% proficiency.

Monitoring:

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

Data will be analyzed and disaggregated from the school's implemented progress monitoring through STAR and MAPS. Weekly data will be reviewed from teacher made formative and summative assessments as well as the Reading Plus data to determine the focus for small/whole group instructions and services of support.

Person responsible for monitoring outcome:

Donna Drisdorn (donna.drisdom@lwcharterschools.com)

Evidence-based Strategy:

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

Evidence based strategies will be SRE/CER and reading data from Reading Plus

Rationale for Evidence-based Strategy:

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

These evidence based strategies align with the gaps seen within the student performance data.

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.

Teachers will meet with administrators on "Mindful Mondays" to intentionally discuss and review data of content areas of focus. Deans will meet with the administration to dig deeper into the data and the needs of teachers for support and professional development on "Thoughtful Tuesdays". The departments will meet on Wednesday to continue to data dig and work in collaborative learning communities with ESE/ESOL supports to write lessons that are intentional to meet the needs of the students. They will review learning strategies and pay close attention in small groups and learning targets.

Person Responsible

Donna Drisdorn (donna.drisdom@lwcharterschools.com)

#3. ESSA Subgroup specifically relating to English Language Learners**Area of Focus Description****and Rationale:**

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

Data shows that this subgroup has fallen below 41% two consecutive years in proficiency, with the lowest areas being ELA, Math and showing zero percent in the area of Science. Though showing proficiency of 35% in the area of Social Science.

Measurable Outcome:**State the specific**

measurable outcome the school plans to achieve.

This should be a data

based, objective outcome.

By the 2022-2023 data seen in progress monitoring, this subgroup will increase in the areas of ELA and Math at or above 41% proficiency.

Monitoring:

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

Data will be analyzed and disaggregated from the school's implemented progress monitoring through STAR and MAPS. Weekly data will be reviewed from teacher made formative and summative assessments as well as the Reading Plus data to determine the focus for small/whole group instructions and services of support.

Person responsible for monitoring outcome:

Donna Drisdorn (donna.drisdom@lwcharterschools.com)

Evidence-based Strategy:

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

Evidence based strategies will be SRE/CER and reading data from Reading Plus

Rationale for Evidence-based Strategy:

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

These evidence based strategies align with the gaps seen within the student performance data.

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.

Teachers will meet with administrators on "Mindful Mondays" to intentionally discuss and review data of content areas of focus. Deans will meet with the administration to dig deeper into the data and the needs of teachers for support and professional development on "Thoughtful Tuesdays". The departments will meet on Wednesday to continue to data dig and work in collaborative learning communities with ESE/ESOL supports to write lessons that are intentional to meet the needs of the students. They will review learning strategies and pay close attention in small groups and learning targets.

Person Responsible

[no one identified]

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 North adheres to the professional learning standards of The Professional Learning Association and the Florida Department of Education using our professional development focus of : Data Analysis, Curriculum Planning Alignment, Implementation, Reflection and Evaluation to increase educator effectiveness and positive results for all scholars by building capacity in curriculum planning and standard alignment to provide a connected and conceptual holistic education. The school holds a camp for all incoming sixth graders to create a sense of belonging and leadership qualities, while foster a sense of team and together infused with the school's expectations and responsibilities. Each morning, the announcements are packed with positive affirmations by students and followed with positive affirmations of "Wisdom from Drisdor". Students and teachers alike are given kudos for their achievements and shared on the school's social media platforms. There is an openness where students and teachers feel comfortable speaking freely, yet respectfully about any situation. The school's mission and vision are recited every morning to build not only a sense of pride in the school, but within themselves of being creative, engaging and empowered critical thinkers with an intercultural view of the world. They will be open-minded, risk takers who are reflective in their inquiry of knowledge making impacts as lifelong learners. They will be taught to be principled leaders that thrive through holistic education and will continue to build capacity and commitment for the value of service to their community and abroad. The school will use common language and pedagogy as we create a safe environment to teach and learn.

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

The Administration will be held responsible for setting high standards for teaching and learning as they present research-based best practices. They will hire teachers that have integrity and meet the criteria as the state mandates, while also looking beyond content knowledge for a heart that is truly for all students and without bias. They will create a safe environment for all cultures to grow academically and socially beyond their self-imposed limitations. They will create an environment where instruction is data-driven, but one wherein risk maybe taken with supports as needed. They will lead the way in "Mindful Monday" meetings of topics that will open dialogue for stating what is and is not working within the school. They will follow-up with the academic Deans to further pursue ways to help instructors grow professionally. They will progress monitor and give positive, yet corrective feedback as a means to improve upon teaching and learning.

The Deans of Academics will foster a relationship with their team as they infuse collaborative learning communities with data digging strategies and understanding of standards and what they are calling for the students to learn. They will be that professional support for all teachers implementing professional learning opportunities within the areas of need. They will model teach to assure that every instructor has a time to learn and grow without feeling inadequate.

The support staff will avail themselves to be a support to all students, staff and stakeholders that may need a listening ear or assistance in an area of academics.