Bok Academy School

2023-24

Schoolwide Improvement Plan (SIP)

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Bok Academy

13895 HWY 27, Lake Wales, FL 33859

https://www.bokacademy.org

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Barnhardt, April	Principal	
Anderson, Roxanne	Assistant Principal	
Lamb, Jamie	Instructional Coach	
Linder, Alicia	Instructional Technology	
Williams, Dezonia	ELL Compliance Specialist	

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Department deans, administration, support staff, and stakeholders provided input during meetings and queries.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Department deans, administration, support staff, and stakeholders will provide input during meetings and queries.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	56%
2022-23 Economically Disadvantaged (FRL) Rate	66%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2020-21: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	24	32	44	100
One or more suspensions	0	0	0	0	0	0	10	23	15	48
Course failure in ELA	0	0	0	0	0	0	0	0	1	1
Course failure in Math	0	0	0	0	0	0	2	1	1	4
Level 1 on statewide ELA assessment	0	0	0	0	0	0	36	40	55	131
Level 1 on statewide Math assessment	0	0	0	0	0	0	51	46	56	153
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	82	79	93	254

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	57	65	78	200

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	10	9	18	37

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	24	32	44	100
One or more suspensions	0	0	0	0	0	0	10	23	15	48
Course failure in ELA	0	0	0	0	0	0	0	0	1	1
Course failure in Math	0	0	0	0	0	0	2	1	1	4
Level 1 on statewide ELA assessment	0	0	0	0	0	0	36	40	55	131
Level 1 on statewide Math assessment	0	0	0	0	0	0	51	46	56	153
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	82	79	93	254

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	K	1	2	3	4	5	6	7	8	
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The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	10	9	18	37

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	49		49	52		50	53		
ELA Learning Gains				47			52		
ELA Lowest 25th Percentile				33			33		
Math Achievement*	59		56	52		36	45		
Math Learning Gains				57			29		
Math Lowest 25th Percentile				51			31		
Science Achievement*	37		49	44		53	53		
Social Studies Achievement*	77		68	82		58	74		
Middle School Acceleration	69		73	75		49	55		
Graduation Rate						49			
College and Career Acceleration						70			
ELP Progress	25		40	31		76	45		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	316
Total Components for the Federal Index	6
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	524
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	32	Yes	4	
ELL	36	Yes	2	
AMI				
ASN				
BLK	43			
HSP	46			
MUL	60			
PAC				
WHT	69			
FRL	44			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	3	
ELL	38	Yes	1	
AMI				
ASN				
BLK	45			
HSP	48			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	57			
PAC				
WHT	63			
FRL	45			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	49			59			37	77	69			25
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	52	47	33	52	57	51	44	82	75			31
SWD	25	32	28	28	45	44	20	52				27
ELL	31	38	28	35	42	52	26	57				31
AMI												
ASN												

2021-22 ACCOUNTABILITY 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**	**ELP Progress**
BLK	33	36	22	31	52	50	24	70	85			
HSP	43	44	35	44	55	60	35	76	56			29
MUL	60	60		53	53							
PAC												
WHT	67	52	43	68	60	44	60	92	78			
FRL	40	43	33	40	53	51	30	74	58			29

2020-21 ACCOUNTABILITY 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**	**ELP Progress**
All Students	53	52	33	45	29	31	53	74	55			45
SWD	17	35	30	7	18	30	17	77				
ELL	29	40	33	28	28	28	32	78	20			45
AMI												
ASN												
BLK	29	37	30	23	22	29	25	58	25			
HSP	47	49	29	38	29	30	52	68	42			45
MUL	46	38		42	17							
PAC												
WHT	69	60	43	60	31	34	64	85	63			
FRL	40	43	29	31	23	29	43	64	44			45

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

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.

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

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.

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

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.

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

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

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

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.

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

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.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Hispanic

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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.

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 2022-2023 school year to 75% in 2023-2024.

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. A staff member will contact home to determine reasons for absences. We will monitor student participation in S.E.L. activities and events through school participation. We will monitor parent participation in family engagement events and collect satisfaction data at the end of the sessions.

Person responsible for monitoring outcome:

April Barnhardt (april.barnhardt@lwcharterschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 P.A.S.S. and PBiS systems. Teachers will utilize the minor infraction form to track behavior and parent communication prior to assigning a disciplinary referral.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 and summative assessments. Teachers will engage in peer observations and share weekly feedback during Professional Learning Community Meetings (PLC).

Person responsible for monitoring outcome:

April Barnhardt (april.barnhardt@lwcharterschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will participate in department data chats, one-on-one data chats with the administration, 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 Intervention:
Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

#3. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Student attendance has been significantly impacted since 2020-21 school year. Attendance is impacted negatively by lack of parental involvement and student motivation to attend school each day.

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

We aim to increase the average daily attendance rate to 90% as reported on the June 2024 yearly average attendance report.

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

We will utilize our attendance manager to monitor this outcome and report results of our goal. We will review with the staff and check for understanding and implementation of proper absence reporting procedures.

Person responsible for monitoring outcome:

April Barnhardt (april.barnhardt@lwcharterschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Family engagement and communication

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

In the Annie E. Casey Foundation article, "Parental Involvement in Your Child's Education," it is stated that "Decades of research have made one thing clear: parental involvement in education improves student attendance, social skills and behavior. It also helps children adapt better to school."

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

N/A

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

N/A

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

N/A

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 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 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

N/A

Monitoring

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 impact student achievement outcomes.

N/A

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:
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. §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?

N/A

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

N/A

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

N/A

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

School Advisory Meetings and website access: www.bokacademy.org
Parents/stakeholders are made aware of the meetings via social media and school-wide callouts. Home language surveys are used for disseminating information to families.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Throughout the year parents are contacted by academic coaches and teachers, who offer support for students navigating middle school. Parents have access to grades and grading programs 24/7. Parents are provided the information through parent workshops, open house events, and Title I meetings. Parents receive missing work reports twice a grading period, along with interim reports and report cards.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Based on student need(s), Bok staff will consistently implement differentiated instruction by using small group instruction (within an underperforming subgroup), technology, supplemental resources, instructional materials, and professional development to increase student achievement levels.

Instructional coaches will focus on assisting teachers with engaging, data-driven, and quality instructional practices. Instructional coaches may model in classrooms and assist with lesson planning ideas. Departments lesson plan collaboratively and review student data and trends. The school will provided communication of family engagement opportunities and events. Accountability measures are used to ensure students receive consistent learning opportunities within their daily schedules and instructional materials are reviewed to ensure alignment to B.E.S.T. standards and benchmarks.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Bok Academy's school improvement plan is developed in coordination and integration with state FTE guidelines and Lake Wales Charter Schools approved and supported materials that align with the B.E.S.T. standards and benchmarks.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

N/A

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

N/A

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

N/A

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Hispanic	$0.00
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No