

Lake Wales Charter Schools

Edward W Bok Academy North School



2023-24

Schoolwide Improvement Plan (SIP)

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Edward W Bok Academy North

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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 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, 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
Drisdorn, Donna	Principal	<p>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.</p>
Hodach, Jonathan	Assistant Principal	<p>The duties and responsibilities of the Assistant Principal include but are not limited to assisting in creating a welcoming climate and culture that markets and promotes school and district programs by promoting student, parent and community involvement as aligned with the vision of the Principal. Directs curriculum and instruction as well as provide enrichment and interventions through the differentiation of instruction for all students. The assistant principal maintains 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 assistant principal addresses situations and problems and/or conflicts that may negatively impact the school. He works as an advocate for all stakeholders within the school and school's community to be a positive change agent. He oversees the discipline, building and maintenance.</p>
	Assistant Principal	<p>The duties and responsibilities of the Assistant 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 as aligned with the vision of the principal. Directs curriculum and instruction as well as provide enrichment and interventions through the differentiation of instruction for all students. The assistant 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 assistant 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. She oversees all curriculum and professional development for staff.</p>

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.

As being a start-up charter school and candidate for the MYP/IB process, it is imperative that we included our community and it's stakeholders in all that we do. Meetings are held at a minimum of four times a year to formerly report out to the stakeholders the status of the school including, but not limited to its accomplishments and needs. Needs assessments are completed to also be included in the data. This data is reviewed as a part of the writing and implementation of the SIP. The SIP is a fluid document that changes according to the needs of the students and the school. The stakeholders play a role in reviewing of the data as well as helps to make decisions of what is to be included as a top priority and goal. The advisory council reviews and approves the SIP in a formal meeting.

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))

The SIP plan is regularly monitored by the school and advisory committee as it is implementing the plan and reviewing of student data that may cause the plan to be adjusted to include more professional development, a change of curriculum or progress monitoring.

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	52%
2022-23 Economically Disadvantaged (FRL) Rate	70%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
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)* Asian Students (ASN) 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: C
	2020-21: C
	2019-20: C
	2018-19: C
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	48	64	34	146	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	11	7	8	26	
Course failure in Math	0	0	0	0	0	0	0	3	3	6	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	30	29	48	107	
Level 1 on statewide Math assessment	0	0	0	0	0	0	26	68	38	132	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	26	25	19	70	

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	48	64	34	146

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	1	1
Students retained two or more times	0	0	0	0	0	0	0	4	2	6

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	0	0	0		
One or more suspensions	0	0	0	0	0	0	48	64	34	146	
Course failure in ELA	0	0	0	0	0	0	11	7	8	26	
Course failure in Math	0	0	0	0	0	0	0	3	3	6	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	30	39	48	117	
Level 1 on statewide Math assessment	0	0	0	0	0	0	26	68	38	132	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	26	25	19	70	

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	27	24	23	74

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	13	4	5	22

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	0	0	0		
One or more suspensions	0	0	0	0	0	0	48	64	34	146	
Course failure in ELA	0	0	0	0	0	0	11	7	8	26	
Course failure in Math	0	0	0	0	0	0	0	3	3	6	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	30	39	48	117	
Level 1 on statewide Math assessment	0	0	0	0	0	0	26	68	38	132	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	26	25	19	70	

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	27	24	23	74

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	13	4	5	22

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*	44		49	53		50	53		
ELA Learning Gains				50			44		
ELA Lowest 25th Percentile				39			28		
Math Achievement*	39		56	51		36	44		
Math Learning Gains				51			22		
Math Lowest 25th Percentile				42			19		
Science Achievement*	46		49	36		53	43		
Social Studies Achievement*	71		68	70		58	58		
Middle School Acceleration	35		73	54		49	55		
Graduation Rate						49			
College and Career Acceleration						70			
ELP Progress	21		40	39		76	39		

* 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)	TSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	256
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	485
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	18	Yes	3	3
ELL	30	Yes	3	1
AMI				
ASN	94			
BLK	36	Yes	2	
HSP	39	Yes	1	
MUL	43			
PAC				
WHT	50			

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%
FRL	36	Yes	1	

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	31	Yes	2	2
ELL	35	Yes	2	
AMI				
ASN	76			
BLK	32	Yes	1	
HSP	45			
MUL	42			
PAC				
WHT	55			
FRL	44			

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	44			39			46	71	35			21
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												

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
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	53	50	39	51	51	42	36	70	54			39
SWD	17	32	29	24	42	33	20	53				
ELL	32	38	27	28	40	32	13	69				39
AMI												
ASN	76	71		82	76							
BLK	29	44	48	28	37	29	0	37				
HSP	49	47	33	44	51	46	29	67	50			36
MUL	43	43		47	33							
PAC												
WHT	61	52	39	60	55	47	51	78	54			
FRL	44	47	37	45	48	37	29	64	51			37

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	44	28	44	22	19	43	58	55			39
SWD	19	29	30	21	28	24	8	43				
ELL	31	40	38	23	22	15	13	29	20			39
AMI												
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			37
MUL	48	40		36	19							
PAC												
WHT	63	50	31	56	27	36	52	78	55			
FRL	43	38	28	37	21	19	28	49	52			27

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.

The lowest performance overall as compared was Mathematics. The students at Bok Academy North showed 38% proficiency, with a common area of weakness across all grade levels in Geometric Reasoning, Measurement, Data Analysis and Probability. Many of the students were without a certified math teacher for over half of the school year. The school tried to be selective by only placing substitutes in the classroom with a knowledge of mathematics, which was more often that not, not plausible.

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

The greatest decline overall as compared was Mathematics. The students at Bok Academy North showed 38% proficiency, with a common area of weakness across all grade levels in Geometric Reasoning, Measurement, Data Analysis and Probability. Many of the students were without a certified math teacher for over half of the school year. The school tried to be selective by only placing substitutes in the classroom with a knowledge of mathematics, which was more often that not, not plausible.

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.

The greatest gap overall as compared to the state's average was Mathematics. The students at Bok Academy North showed 38% proficiency, with a common area of weakness across all grade levels in Geometric Reasoning, Measurement, Data Analysis and Probability. Many of the students were without a certified math teacher for over half of the school year. The school tried to be selective by only placing substitutes in the classroom with a knowledge of mathematics, which was more often that not, not plausible.

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

Science showed the most improvement, moving from 29% overall proficiency to 41% proficiency. Teachers began to teach Science and it is intended with inquiry-based teaching. The Science Dean was placed in the classroom of students who were scoring at levels 1 & 2 and implemented more hands on instruction.

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

The areas of concern are discipline and retention. The social worker and administration will reach out to students who are having disciplinary issues to set behavior plans and incentives. Students who are

having attendance and disciplinary issues will be required to have parent, student meetings with the administration and social worker to set plans to curtail the issues.

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

1. Increase proficiency in mathematics in the area of Geometric Reasoning, Measurement, Data Analysis and Probability.
2. Increase proficiency in reading
3. Increase proficiency in science
4. Increase vocabulary strategies and understanding of words(in context and inference)
5. Increase the understanding and comprehension of informational text (analysis and application)

Area of Focus

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

#1. 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.

All students in grades 6-8 will be monitored and coached in behavior and the expectations of behavior throughout the campus. Teachers will receive training from "Teach Like A Champion" to foster these expectations.

Measurable Outcome:

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

The school will decrease the number of school-wide referrals by 10% by the end of the school year.

Monitoring:

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

The discipline records will be reported every Tuesday at the Deans meeting and plans put in place to decrease of the number of referrals written and classroom interruptions. Those teachers that are constant referral writers will receive training through modeling during mindful Mondays.

Person responsible for monitoring outcome:

[no one identified]

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.)

The report will provide evidence of those students that have received referrals and/or have excessive absences throughout the month will be tracked through reports and documentation of meetings with signed contracts of expectations and/or interventions and/or punitive actions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

If students are not in the school or the classroom, they cannot be taught and therefore cannot learn. We must place an emphasis on the importance of attending school and being in the classroom to increase academic success.

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.

The SIP will be shared with the SAC prior to its publication on the school's webpage, a copy maintained in the school's office, and shared at the school's open-house and parent involvement meetings, printed in English, Spanish, and Swahili

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))

The school plans to build positive relationships with all stakeholders by including them in the decision-making processes for the school, including too, but not limited to new curriculum, academics, sports activities, and build out of the campus.

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)

In order to strengthen the academic program within the school, all teachers will be expected to become reading endorsed, esol endorsed, and to participate in the trainings for the MYP process. They will attend mindful Mondays, to receive enrichment and accommodations in teaching and learning and management of classroom.

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))

The plan is related and aligned with the states initiative to increase the knowledge base of working and meeting students where they are and/increasing their ability to read with understanding.

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))

The school uses counseling and mental health services by having it's own social worker available to all students daily, while offering outside service providers when needed. The school uses character building activities(The BOK Way) and the MYP learner profiles to build self-esteem and acceptance of others.

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))

Postsecondary opportunities are reviewed and taught by the offering of academies on the campus that demonstrates the awareness of from school to work, agri-science and avid strategies.

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).

The tiered model of behavior begins with consultation, interventions prior to ending in a punitive axction.

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))

Professional development is offered to teachers every Monday, there is an observation of implementation and they are paired with a peer teacher.

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))

The school does not have a preschool program.

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: 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