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Rosabelle W. Blake Academy

510 HARTSELL AVE, Lakeland, FL 33815

<http://www.blakeacademy.com/>

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Combination School PK-8	Yes	77%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	B	C*

School Board Approval

This plan is pending approval by the Polk County School Board.

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

Learning For All - Whatever It Takes

The mission of the R. W. Blake Academy family is to work together to create a positive, caring environment that will empower students to understand and apply the process of learning needed for future success.

Provide the school's vision statement

Blake Academy focuses on three areas to help students achieve success. The commitment of staff, students, and parents working together in each of these areas helps to ensure student success through:

- * Building strong relationships
- * Creating warm and caring environments and
- * Producing quality work

School Leadership Team

Membership

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

Name	Title
Reimer, Dr. Ruth	Principal
Champion, Rebecca	Instructional Coach
Tedder, Rachael	Assistant Principal
Dunnells, Tanya	Assistant Principal
Bailey, Rosetta	Instructional Coach
Cummings, Albert	Other

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The members of the school leadership team assist with the development of the School Improvement Plan. The team provides instructional strategies, academic data, social/emotional data, and data for Tier 1, 2 and 3 targets. They help set clear expectations for instruction and provide relevant professional development and modeling as needed. All students academic progress is consistently monitored to ensure a year's worth of growth. Students in the lowest quartile are closely monitored with the assistance of the classroom teacher and the MTSS team, interventions are determined and put into place for struggling students. The information and data collected are used to understand barriers, determine the effectiveness of the strategies, and determine which evaluation tools should be used.

Early Warning Systems

Year 2017-18

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
Attendance below 90 percent	16	15	7	8	7	6	9	24	21	0	0	0	0	113
One or more suspensions	6	4	3	15	9	12	27	32	33	0	0	0	0	141
Course failure in ELA or Math	3	16	19	21	13	4	24	24	38	0	0	0	0	162
Level 1 on statewide assessment	0	0	0	18	21	22	29	27	0	0	0	0	0	117
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	7	5	18	11	8	22	30	39	0	0	0	0	140

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	
Retained Students: Previous Year(s)	0	0	0	1	0	0	1	1	1	0	0	0	0	4

Date this data was collected

Thursday 6/21/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	4	9	2	6	8	6	7	2	0	0	0	0	44
One or more suspensions	0	5	5	2	8	7	17	11	7	0	0	0	0	62
Course failure in ELA or Math	0	0	2	3	7	6	4	32	0	0	0	0	0	54
Level 1 on statewide assessment	0	0	0	21	32	41	55	34	42	0	0	0	0	225

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	13	15	18	13	16	47	39	27	0	0	0	0	188

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	4	9	2	6	8	6	7	2	0	0	0	0	44
One or more suspensions	0	5	5	2	8	7	17	11	7	0	0	0	0	62
Course failure in ELA or Math	0	0	2	3	7	6	4	32	0	0	0	0	0	54
Level 1 on statewide assessment	0	0	0	21	32	41	55	34	42	0	0	0	0	225

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	13	15	18	13	16	47	39	27	0	0	0	0	188

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Overall reading/ELA, 8th Grade Math, 5th Grade Science, Teacher and Student attendance, and the percent proficient of both ESE and ELL populations.

Which data component showed the greatest decline from prior year?

4/5 ELA and 7th ELA

Which data component had the biggest gap when compared to the state average?

The largest gap was 5th Grade Science Blake scored 21% points below the state average of 55%. Next was 8th grade math Blake scored 18% points lower than the state avg of 48%. Additionally 5th grade math scored 13% points lower than the state and 7th grade ELA scored 9% points lower than the state average.

Which data component showed the most improvement? Is this a trend?

The greatest improvement was in Civics with a 17% point gain. Civics improving has been a trend. 4th and 6th grade math had a large improvement, which has not been a trend. Additionally, 4th grade ELA performed better than in the past.

Describe the actions or changes that led to the improvement in this area

Civics has had a positive increase in the percent proficient as a result of the teacher's working to refine the curriculum and use the best resources available. The increase in 4th and 6th math can be attributed to effective coaching. The increase in 4th grade reading reflects the instructional strategies of the teachers, including cross curricular integration and engaging lessons.

School Data

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	53%	54%	60%	59%	56%	57%
ELA Learning Gains	46%	52%	57%	56%	53%	57%
ELA Lowest 25th Percentile	41%	46%	52%	48%	44%	51%
Math Achievement	54%	55%	61%	47%	52%	58%
Math Learning Gains	51%	54%	58%	42%	50%	56%
Math Lowest 25th Percentile	46%	51%	52%	42%	44%	50%
Science Achievement	43%	48%	57%	44%	49%	53%
Social Studies Achievement	96%	85%	77%	80%	68%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	16 (0)	15 (4)	7 (9)	8 (2)	7 (6)	6 (8)	9 (6)	24 (7)	21 (2)	113 (44)
One or more suspensions	6 (0)	4 (5)	3 (5)	15 (2)	9 (8)	12 (7)	27 (17)	32 (11)	33 (7)	141 (62)
Course failure in ELA or Math	3 (0)	16 (0)	19 (2)	21 (3)	13 (7)	4 (6)	24 (4)	24 (32)	38 (0)	162 (54)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	18 (21)	21 (32)	22 (41)	29 (55)	27 (34)	0 (42)	117 (225)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

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
03	2018	57%	51%	6%	57%	0%
	2017	65%	53%	12%	58%	7%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2018	58%	48%	10%	56%	2%
	2017	44%	51%	-7%	56%	-12%
Same Grade Comparison		14%				
Cohort Comparison		-7%				
05	2018	39%	50%	-11%	55%	-16%
	2017	60%	44%	16%	53%	7%
Same Grade Comparison		-21%				
Cohort Comparison		-5%				
06	2018	57%	41%	16%	52%	5%
	2017	58%	45%	13%	52%	6%
Same Grade Comparison		-1%				
Cohort Comparison		-3%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2018	42%	42%	0%	51%	-9%
	2017	56%	45%	11%	52%	4%
Same Grade Comparison		-14%				
Cohort Comparison		-16%				
08	2018	60%	49%	11%	58%	2%
	2017	71%	46%	25%	55%	16%
Same Grade Comparison		-11%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	57%	56%	1%	62%	-5%
	2017	54%	58%	-4%	62%	-8%
Same Grade Comparison		3%				
Cohort Comparison						
04	2018	62%	57%	5%	62%	0%
	2017	44%	60%	-16%	64%	-20%
Same Grade Comparison		18%				
Cohort Comparison		8%				
05	2018	48%	56%	-8%	61%	-13%
	2017	40%	47%	-7%	57%	-17%
Same Grade Comparison		8%				
Cohort Comparison		4%				
06	2018	54%	40%	14%	52%	2%
	2017	34%	39%	-5%	51%	-17%
Same Grade Comparison		20%				
Cohort Comparison		14%				
07	2018	43%	40%	3%	54%	-11%
	2017	49%	40%	9%	53%	-4%
Same Grade Comparison		-6%				
Cohort Comparison		9%				
08	2018	27%	34%	-7%	45%	-18%
	2017	31%	36%	-5%	46%	-15%
Same Grade Comparison		-4%				
Cohort Comparison		-22%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017	0%	51%	-51%	63%	-63%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	97%	84%	13%	71%	26%
2017	79%	62%	17%	69%	10%
Compare		18%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	82%	60%	22%	62%	20%
2017	84%	43%	41%	60%	24%
Compare		-2%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	89%	41%	48%	56%	33%
2017	83%	34%	49%	53%	30%
Compare		6%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	61	49	48	64	58	55	56	96	63		
BLK	45	44	39	44	45	34	29		77		
HSP	53	46	41	53	53	58	41	100	78		
MUL	31	29		31	23						
SWD	14	27	30	11	37	37	45				
FRL	46	43	38	49	48	38	36	97	75		
ELL	22	35		35	46	50					

2017 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 2015-16	C & C Accel 2015-16
WHT	69	61	61	59	44	44	56	88	65		
BLK	43	48	33	34	44	46	27	61	69		
HSP	62	55	50	41	40	38	43	90	58		
MUL	78	64		53	50						
SWD	33	58	62	33	54	50	17				

2017 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 2015-16	C & C Accel 2015-16
FRL	54	55	44	39	41	44	35	78	52		
ELL	17	38	45	13	27	36					

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	Increase Student Growth
Rationale	The data reflects that school-wide, students did not make adequate learning gains in ELA. Additionally, the subgroups including gifted, ELL, ESE and the bottom quartile are of concern.
Intended Outcome	Through goal setting, student data tracking, the use of performance scales, and differentiated instruction, the number of students making learning gains will increase by at least 10% and the number of students scoring proficient in each area will increase by 5% points.
Point Person	Dr. Ruth Reimer (ruth.reimer@polk-fl.net)

Action Step

Description	<ol style="list-style-type: none">1) Student data tracking through progress monitoring. Monthly, students will collect and record their own data on specific progress monitoring skills. Teachers and students will conference about this data and use it to set and track progress towards goals.2) Implementation of performance scales and success criteria. Beginning with teachers who are willing, performance scales will be used in classrooms to communicate learning goals, track student progress toward mastery, and encourage students to work at a more rigorous level.3) Teachers will use data based flexible grouping. Support staff, including ESE, Gifted, ESL and Paras will be in classrooms working with students.4) Increase cross curricular connections such as reading and writing in the content area classrooms and more content based text in the reading and ELA classrooms.5) Use of Title I Funds to provide a literacy and math coach, staff development, curriculum planning, extended learning, supplemental instructional supplies/materials and technology, classroom libraries and to supplement the media center.
Person Responsible	Dr. Ruth Reimer (ruth.reimer@polk-fl.net)

Plan to Monitor Effectiveness

Description	<ol style="list-style-type: none">1) Teachers will bring student data to monthly PLCs and MTSS meetings to discuss how students are progressing and which interventions or additional supports are needed.2) Coaches and administration will be in the classrooms working with the teachers who begin the implementation process of school-wide and LSI initiatives.3) Students will be receiving adequate support to help close learning gaps or accelerate as necessary. This will be monitored through accountability logs collected by administration, differentiated lesson plans and student progress monitoring data.4) Administration will be able to observe implementation through walk-through and lesson plans.
Person Responsible	Dr. Ruth Reimer (ruth.reimer@polk-fl.net)

Activity #2

Title Improve Learner Conditions

Rationale Students and teachers need to be in school and classrooms need to be safe and civil for students to be successful.

Intended Outcome By addressing concerns with school-wide discipline, attendance and usage of STOIC/ CHAMPS we hope to decrease the number of students with less than 90% attendance by 10%, decrease the number of teachers with less than 90% attendance by 5%, decrease the number of suspensions by 2%, and increase the effective implementation of STOIC and Champs in all classrooms.

Point Person Dr. Ruth Reimer (ruth.reimer@polk-fl.net)

Action Step

Description

- 1) Decrease discipline issues by making the discipline process more concise and increasing the incentives for positive behavior.
- 2) Increase Teacher and Students attendance by adding some incentives and improving the process for ensuring proper parent contact is made enabling the social worker and school counselor's to process attendance issues in a timely manner.
- 3) Increase teacher use and understanding of STOIC and CHAMPS by providing more in classroom support.

Person Responsible Dr. Ruth Reimer (ruth.reimer@polk-fl.net)

Plan to Monitor Effectiveness

Description

- 1) Administration and leadership will present a streamlined discipline process to the staff and ensure they are trained in the expectations. Follow through and fidelity of implementation will be important. Data will be reviewed monthly to track progress.
- 2) Administration plans to present the data to the teachers, explain the processes and train teachers. Monthly data will be pulled to track progress.
- 3) Administration and coaches will be in classrooms to help teachers with implementation. Administration and coaches will be looking for evidence of regular use of CHAMPS and STOIC while in classrooms.

Person Responsible Dr. Ruth Reimer (ruth.reimer@polk-fl.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Blake Academy continually works at building positive relationships with families in many different ways. Please see attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students. Parents are invited to become involved in Blake Academy by

volunteering, joining SAC or PTO and mentoring. Additionally, Blake Academy has a school website and Facebook page. All students have a daily agenda for communication between the classroom and home. Teachers communicate with parents using the student agenda, telephone calls, text messages, Remind101, ClassDojo, and face-to-face meetings throughout the year. There are multiple opportunities for family engagement events.

PFEF Link

The school completes a Parental Involvement Plan (PFEF), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor individually or in small groups or if applicable can be met through the classroom staff on a one-to-one basis. Severe cases may be handled with a contracted mental health counselor. The IEP also identifies and addresses social emotional goals for all of our students. Our school also utilizes the following resources (not all will apply and please elaborate on applicable resources):

- Champs
- PBIS
- Mentoring Programs

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Blake Academy has established strong partnerships with our pre-school programs. We have a preschool program on campus where students are included in the day to day activities of the school. Incoming Kindergarten students participate in Kindergarten Roundup in the spring.

Middle School students are exposed to available high school programs through arranged campus visits and information is provided to the parents.

Incoming Middle School students are invited to an informational parent night.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

- Title I, Part A project funds school-wide services at our eligible and participating Title I schools. The Title I funds provide supplemental instructional resources and interventions so that all students achieve academic success.
- Title I, Part C project funds assist students that are prioritized by the MEP for supplemental services based on need and migrant status, as defined by federal and state regulations.
- Title I, Part D project funds provide Transition Facilitators at select Neglected and Delinquent school sites to assist students who transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school.
- Title II funds provide professional development resources to build the capacity of teachers by funding consultants, district professional development personnel, including district/regional coaches, and curriculum specialists. The Title II project contributes to the recruitment/retention of teachers in the district by funding district recruitment personnel, recruitment initiatives both within and outside the school district.
- Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, professional learning opportunities for school staff, as well as parent family engagement

opportunities.

- Title IX – Homeless OR HEARTH Program funded through Title IX and Title I, provides support for students identified as being in a homeless situation. Title I provides support for this program, through funding of HEARTH staff, professional development, and contracted extended learning services for students.
- o Head Start provides resources to assist students in the transition from pre-k to kindergarten.

Blake Academy currently has an ELL paraprofessional that works specifically with the ELL student population.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Middle School students at Blake have a wide range of elective choices including Technology, Business, Engineering, Journalism, Spanish, Art, Video, Animation, Band, Chorus, Drama, Strings, Coding, and Physical Education. Students select these based on their interests; as much as possible teachers guide them to choose the best course for their High School future. Some earn high school credits which places them ahead in their school career. Many select specialized academies within the high schools after taking a middle school course here at Blake that generated interest in the career.

- Through our Career and Technical Education (CTE) programs and our career academies, work-based learning opportunities are being implemented within the experiential learning domains and standards of practice. Partnerships continue being developed assuring those opportunities for students and the bridges to post-secondary educational institutions remain a priority. Articulation agreements are continually being developed with technical colleges and state colleges in response to higher attainment levels of high school industry certifications. Dual enrollment courses within the CTE field are consistently evaluated and provided to students as often as possible.
- Accelerated programs, such as Dual enrollment and Advanced Placement, in addition to high school courses being offered at middle schools, will be available to students to provide academic rigor and to earn college credit while in high school.
- Every middle and high school will have a designated College and Career Contact.
- Students will create academic plans for high school and graduation, and will also track planning for post-secondary education and training. FloridaShines and Overgrad will be used to track this information.
- Career inventories will be used at all grade levels to help students identify skills and interests for college and career planning.