2013-2014 SCHOOL IMPROVEMENT PLAN

Dale R Fair Babson Park Elementary

815 SCENIC HWY N
Babson Park, FL 33827
863-678-4664
http://lwcharterschools.com/babsonpark

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Elementary School	Yes	39%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	Yes	30%

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**	**2009-10**
A	B	A	A	A

SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    ◦ Year 1 – declined to D, or first-time graded schools receiving a D
    ◦ Year 2 – second consecutive D, or F followed by a D
    ◦ Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    ◦ Year 1 – declined to F, or first-time graded schools receiving an F
    ◦ Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Dale R Fair Babson Park Elem.

Principal

Kenneth Henson A

School Advisory Council chair

Denise Moss

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Ken Henson	Principal
Elizabeth Tyler	Assistant Principal
Nancy McCarter	Program Facilitator
Shelli Jacobs	Resource Teacher
Kristy May	Teacher
Robin Jolley	Teacher
Bill Jacobs	Parent
Robert Batson	Parent
Christina Updike	Parent

District-Level Information

District

Polk

Superintendent

Jessie Jackson

Date of school board approval of SIP

10/14/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Administration: Ken Henson, Elizabeth Tyler
Teachers: Robin Jolley, Nancy McCarter, Sandra Mercer (Recording Secretary)
Support Staff: Denise Moss (SAC Chair)
Community: Barbara Anderson, Dale R. Fair, Bill Marston
Parents: Heather Cain, Maria Deary, Bill Jacobs, Bobby Nimmons, Michele Ouellette
Representation on SAC is made up of: 71.43% white, 14.29% black, 7.14% Asian, and 7.14% Hispanic

Involvement of the SAC in the development of the SIP

The SAC members reviewed and analyzed test data along with the Needs Assessment document. They then made recommendations for the development of the School Improvement Plan as well as the Parent Involvement Plan. SAC members voted on approval of these documents.

Activities of the SAC for the upcoming school year

The SAC Committee will review the School Improvement Plan, the Compact for Learning, and the Parent Involvement Summary. This simple to read and comprehend one page pamphlet will be made available to all parents through the SAC, PTO, office, and teachers.
Throughout the year, the SAC Committee will also be hearing presentations from, but not limited to, reading consultant Dr. Richard Culyer, migrant liaison Julio Acevedo, and homeless outreach director Paula Alford. All of these presentations are to further educate the SAC members on these programs, and their effect on the school and the SIP.

Projected use of school improvement funds, including the amount allocated to each project

NA

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
2

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Kenneth Henson A		
Principal	Years as Administrator: 16	Years at Current School: 10

Credentials	UCF BS Physics ED USF MA ED Leadership
Performance Record	Principal Dale R. Fair Babson Park Elem. 2012-2013: School Grade B; 64% reading mastery, 62% math mastery, 62% 3.5 and above in writing, 59% science mastery, 68% reading learning gains, 69% math learning gains, 66% reading learning gains in bottom 25%, 61% math learning gains in bottom 25% 2011-2012: School Grade A; 69% reading mastery' 69 % math mastery, 89% 3 or higher in writing, 51% science mastery, 66% reading learning gains 69% math learning gains, 64 % reading learning gains in bottom 25%, 66% math learning gains in bottom 25%, subgroups not making AYP in reading: econ. disadvantaged; subgroups not making AYP in math: econ. disadvantaged 2010-2011: School Grade A; 88% reading mastery, 86% math mastery, 95% writing mastery, 78 % science mastery, 72% reading learning gains, 60% math learning gains, 70% reading learning gains in bottom 25%, 50% math learning gains in bottom 25%, subgroups not making AYP in reading: econ. disadvantaged; subgroups not making AYP in math: econ. disadvantaged.

Elizabeth Tyler		
Asst Principal	Years as Administrator: 10	Years at Current School: 10

Credentials	Warner University BA Elem. Ed. USF MA Ed. Leadership
Performance Record	Same as above.

Instructional Coaches

# of instructional coaches
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Shelli Jacobs

Part-time / School-based	Years as Coach: 1	Years at Current School: 14

Areas	Reading/Literacy, Data
Credentials	AA Polk Community College BA Warner University
Performance Record	Same as above.

Nancy McCarter

Part-time / School-based	Years as Coach: 1	Years at Current School: 32

Areas	Reading/Literacy, Data
Credentials	BS Elem. Ed. University of Florida
Performance Record	Same as above.

Classroom Teachers

# of classroom teachers
34

 # receiving effective rating or higher
34, 100%

 # Highly Qualified Teachers
97%

 # certified in-field
33, 97%

 # ESOL endorsed
28, 82%

 # reading endorsed
1, 3%

 # with advanced degrees
8, 24%

 # National Board Certified
1, 3%

 # first-year teachers
1, 3%

 # with 1-5 years of experience
7, 21%

 # with 6-14 years of experience
11, 32%

with 15 or more years of experience
15, 44%

Education Paraprofessionals

of paraprofessionals
7

Highly Qualified
7, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above
0

receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Openings placed on LW Charter Schools' web site-LW Charter Schools' Community Involvement Director and Principal
Encourage teachers to take interns from local colleges-Principal, Assistant Principal, Teachers
Advantages of being a charter school-Principal, Assistant Principal, Teachers, and Other Staff

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Jordan Barker, a new classroom teacher, will be paired with Shelli Jacobs, an experienced classroom and Reading Resource teacher. The planned mentoring activities include monthly meetings, modeling, and planned observations.
Mr. Barker will also be attending the TIPS training that is offered monthly through the LW Charter Schools for all new teachers.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS/PS/RTI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship);facilitated the development of a systemic approach to teaching (Gradual Release,

Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processed and procedures.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal: The principal provides a common vision for the use of data-based decision-making, models the Problem Solving Process; supervises the development of a strong infrastructure for implementation of PS/RTI; ensures that the school –based team is implementing PS/RTI; conducts assessment of PS/RTI skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support PS/RTI implementation; develops a culture of expectation with the school staff for the implementation of PS/RTI school wide, ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based PS/RTI plans and activities.

Assistant Principal: Assists the principal in providing a clear vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of PS/RTI, further assists principal in the assessment of PS/RTI skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning PS/RTI plans and activities.

General Education Teachers: provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2/3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teacher: Participates in student data collection, integrates core instructional activities/material/instruction in tiered interventions; collaborates with general education teachers.

Curriculum Specialist and Resource Team: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. Identifies systematic patterns of student needs and identifies appropriate, research based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk", assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical evaluation; assists in facilitation data-base decision making activities.

PS/RTI Behavior Representative (PBS) Participates in the collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation of data-based decision making activities. Speech Language Pathologist: Educates the team in the role language plays in curriculum assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systematic patterns of student need with respect to language skills.

Referral Coordinator: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the student's academic, emotional, behavioral, and social success.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The PS/RTI Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement.
The PS/RTI Leadership Team will meet at least once a month (or more frequently as needed) to engage

in the following activities:
• Review school-wide, grade level, and teacher data to problem solve needed interventions on a
systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or
high risk for not meeting benchmarks. This will be done at least four times per year or more frequently as
needed.
• Help referring teachers design feasible strategies and interventions for struggling students by
collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in
making decisions for school, teacher, student improvement.
• Facilitate the process of building consensus, increasing infrastructure, and making decisions about
implementation.
• Focus on improving student achievement outcomes with research based interventions implemented
with fidelity and frequent progress monitoring. Intervention teams to foster a sense of collegiality and
mutual support among educators, promote the use of research-based interventions, and support
teachers in carrying out intervention plans.

**Data source(s) and management system(s) used to access and analyze data to monitor the
effectiveness of core, supplemental, and intensive supports in reading, mathematics, science,
writing, and engagement**

Baseline data is gathered through August and September. FAIR data is processed through the Progress
Monitoring and Reporting Network (PMRN) for kindergarten through fifth grade. FAIR data is processed
twice more through the Progress Monitoring and PMRN. Third through fifth grade instructional data is
gathered from the previous year's FCAT scores. Culyer comp. and voc. data is gathered every nine
weeks. This information may be obtained by Culyer Class Analysis Charts (CAC) for comp. and voc.
Acaletics data for first through fifth grade is gathered three times a year through the Progress Monitoring
and Reporting Network. Other Progress Monitoring data is collected as needed for classroom or student
progress.
Grade level created assessments are also given in the areas of writing and science three times per year
in accordance with the Progress Monitoring Plan. Data is discussed and analyzed at least monthly at the
PS/RTI Leadership Team Meetings.

**Plan to support understanding of MTSS and build capacity in data-based problem solving for
staff and parents**

The staff is trained on the Problem Solving Process during grade level meetings and sessions with the
Referral Coordinator and /or school psychologist throughout the year. Follow-up is conducted individually
during the Problem Solving process. Professional development will be provided for the school and staff
on the various tiers on the RTI model. Grade levels will meet in order to discuss student information
pertaining to the RTI process.

Increased Learning Time/Extended Learning Opportunities
This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and
1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time
and help provide an enriched and accelerated curriculum:**

Strategy: Before or After School Program

Minutes added to school year: 1,800

Before and after school small group tutoring will be offered to students in 3rd through 5th grade at least two times per week and up to four times per week.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data for this strategy is collected and analyzed using Class Analysis Charts (CAC), Progress Monitoring instruments such as FAIR, Acaletics, and teacher created tests as well as pre- and post-tests.

Who is responsible for monitoring implementation of this strategy?

The Title I Facilitator and Assistant Principal are responsible for monitoring implementation of this strategy.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Ken Henson	Principal
Elizabeth Tyler	Assistant Principal
Shelli Jacobs	Resource Teacher/SAI
Nancy McCarter	Title I/Resource Teacher
Kristy May	Grade Chair- 5th Grade
Lisa Portwood	Grade Chair- 4th Grade
Mindy Croley	Grade Chair- 3rd Grade
Sarah Marston	Grade Chair- 2nd Grade
Laura Bennett	Grade Chair- 1st Grade
Pam Dicks	Grade Chair- K
Becky Mendes	Grade Chair- Special Areas

How the school-based LLT functions

The Literacy Leadership Team (Faculty Advisory Committee) meets once a month. The LLT discusses and implements research-based reading strategies (Culyer) along with data analysis of our students from last year's FCAT and on-going assessments to address the needs of our students.

Major initiatives of the LLT

The major initiative this year is to monitor the student progress and make individual academic and instructional adjustments to address the needs of students in order to achieve our AMOs.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Dale R. Fair Babson Park Elem. assists preschool children in the transition from early childhood programs to the local elementary school program. All incoming kindergarten students are given an assessment before they are placed in classrooms to help determine kindergarten readiness. A kindergarten support program has also been implemented that funds the endeavors of preschool transition. Two weeks prior to school startup, the Kindergarten Resource Teacher, with assistance of classroom teachers, delivers a program to all Dale R. Fair Babson Park Preschoolers. Attendance is voluntary but encouraged. During the period of a one four-day week, two hours per session, three sessions per day, students are asked to attend one of the three sessions. The teachers prepare the student transition to the kindergarten classroom. The assessment tool was created by the kindergarten staff. Some of the objectives for this assessment include: Does the child know their whole name and age? Who lives in their home with them? Can the child name certain letters? The reading of a short story with comprehension questions that follow. During the session parents become familiar with the school campus, understand report cards and the grading system, and gain an understanding of the School Handbook as well as the Code of Conduct.

Additionally we have a Kindergarten Support program, funded by a private grant, in which a highly qualified teacher and paraprofessional work with those students who have been identifies as at-risk through teacher recommendation. This program is a pull-out program designed to provide additional support to these students to better prepare them for the rigors of the kindergarten classroom. Lake Wales Charter System has another grant that our families are involved in: Family Literacy. The Family Literacy Program involves the entire family for parenting skills, dinner, GED help, homework help, and babysitting.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	69%	No	81%
American Indian				
Asian				
Black/African American	49%	46%	No	54%
Hispanic	86%	65%	No	87%
White	83%	74%	No	84%
English language learners				
Students with disabilities	38%	30%	No	45%
Economically disadvantaged	68%	57%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	62	28%	30%
Students scoring at or above Achievement Level 4	77	35%	37%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	91	68%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	22	66%	68%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	13	59%	61%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		11%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		29%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	70	62%	64%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	71%	62%	No	74%
American Indian				
Asian				
Black/African American	46%	28%	No	51%
Hispanic	69%	67%	No	72%
White	76%	67%	No	78%
English language learners				
Students with disabilities	34%	19%	No	41%
Economically disadvantaged	64%	55%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	59	27%	29%
Students scoring at or above Achievement Level 4	76	34%	36%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	99	69%	71%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	21	61%	63%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	22	31%	33%
Students scoring at or above Achievement Level 4	21	30%	32%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		5
Participation in STEM-related experiences provided for students	457	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	47	10%	8%
Students retained, pursuant to s. 1008.25, F.S.	37	8%	6%
Students who are not proficient in reading by third grade	14	17%	15%
Students who receive two or more behavior referrals	175	38%	36%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	23	5%	3%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

All parents are welcome and encouraged to participate in their child's eduction and ongoing activities at the school site. Dale R. Fair Babson Park Elem. provides numerous opportunities for parents to become more involved in their child's learning through, but not limited to, Annual Parent Workshop Nights, K Support Evenings, Family Night Check-Out, All Pro Dad Nights, and Bring Your Parents to School Days.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase the number of parents utilizing the library through Family Night Check-Out.	92	20%	22%

Goals Summary

G1. By the end of the 2013-2014 school year, students scoring Achievement Level 3.5 one the FCAT Writing Assessment will increase by 2% as measured by the School Grade report.

G2. At the end of the 2013-2014school year, students scoring Achievement Level 3 on the FCAT 2.0 in Science will increase by 2% as measured by School Grade report.

G3. By the end of the 2013-2014 school year, students scoring Achievement Level 3 on the FCAT 2.0 in reading will increase by 2% as measured by School Grade report.

Goals Detail

G1. By the end of the 2013-2014 school year, students scoring Achievement Level 3.5 one the FCAT Writing Assessment will increase by 2% as measured by the School Grade report.

Targets Supported
- Writing

Resources Available to Support the Goal
- personnel, curriculum, instruction, professional development opportunities

Targeted Barriers to Achieving the Goal
- Time, student motivation, teachers' knowledge and skills

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. At the end of the 2013-2014school year, students scoring Achievement Level 3 on the FCAT 2.0 in Science will increase by 2% as measured by School Grade report.

Targets Supported
- Science
- Science - Elementary School

Resources Available to Support the Goal
- personnel, professional skills

Targeted Barriers to Achieving the Goal
- materials, teacher's knowledge and skills

Plan to Monitor Progress Toward the Goal

unit scores, teacher created tests

Person or Persons Responsible
classroom teachers, resource teachers, administration

Target Dates or Schedule:
monthly, three times per year

Evidence of Completion:
progress monitoring tools

G3. By the end of the 2013-2014 school year, students scoring Achievement Level 3 on the FCAT 2.0 in reading will increase by 2% as measured by School Grade report.

Targets Supported
- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels

Resources Available to Support the Goal
- Personnel, professional skills, materials

Targeted Barriers to Achieving the Goal
- A lack of motivation or interest and skills in reading.

Plan to Monitor Progress Toward the Goal

CAC, Progress monitoring tools

Person or Persons Responsible
classroom teachers, reading resource teachers, administration

Target Dates or Schedule:
weekly

Evidence of Completion:
CAC, lesson plans, observations

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. By the end of the 2013-2014 school year, students scoring Achievement Level 3.5 one the FCAT Writing Assessment will increase by 2% as measured by the School Grade report.

G1.B1 Time, student motivation, teachers' knowledge and skills

G1.B1.S1 Stimulate vocabulary and language development through descriptive words, read alouds, explicit word choice instruction, shared writing modeling, and writing in all content areas

Action Step 1

writing in all content areas

Person or Persons Responsible

grade chairs, resource teachers, 4th grade teachers, administration

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans, writing samples

Facilitator:

resource teachers, 4th grade experienced writing teachers

Participants:

all staff

Plan to Monitor Fidelity of Implementation of G1.B1.S1

targeted observations, lesson plans

Person or Persons Responsible

grade chairs, resource teachers, administration

Target Dates or Schedule

weekly

Evidence of Completion

progress monitoring, writing samples

Plan to Monitor Effectiveness of G1.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. At the end of the 2013-2014school year, students scoring Achievement Level 3 on the FCAT 2.0 in Science will increase by 2% as measured by School Grade report.

G2.B1 materials, teacher's knowledge and skills

G2.B1.S1 Grant for grade level materials request Training

Action Step 1

CCSS science training

Person or Persons Responsible

5th grade science teachers

Target Dates or Schedule

preplanning week, monthly

Evidence of Completion

sign in sheets

Facilitator:

5th grade science teachers

Participants:

all staff

Plan to Monitor Fidelity of Implementation of G2.B1.S1

observations, lesson plans

Person or Persons Responsible

5th grade teachers, administration

Target Dates or Schedule

monthly

Evidence of Completion

observations, lesson plans

Plan to Monitor Effectiveness of G2.B1.S1

observations, lesson plans

Person or Persons Responsible

administration, resource teachers

Target Dates or Schedule

monthly

Evidence of Completion

progress monitoring

G3. By the end of the 2013-2014 school year, students scoring Achievement Level 3 on the FCAT 2.0 in reading will increase by 2% as measured by School Grade report.

G3.B1 A lack of motivation or interest and skills in reading.

G3.B1.S1 Incorporate multiple reading resources, (Accelerated Reader, Practice Exercises in Reading Comprehension (PERC), read alouds)

Action Step 1

Teachers will work with all children at their instructional level

Person or Persons Responsible

Classroom teacher, Reading Resource, Administration

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

CAC (Class Analysis Charts), Ongoing Progress Monitoring

Facilitator:

Reading Resource teachers, Reading Consultant

Participants:

Classroom teachers, resource teachers, administrators

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Targeted observations, lesson plans

Person or Persons Responsible

reading resource teachers, administration

Target Dates or Schedule

monthly

Evidence of Completion

CAC, Progress Monitoring tools, observations

Plan to Monitor Effectiveness of G3.B1.S1

targeted observations, CAC

Person or Persons Responsible

Classroom teachers, reading resource teachers, administration

Target Dates or Schedule

weekly

Evidence of Completion

CAC, lesson plans, observations

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

Title I, Part A, funds school-wide services to Dale R. Fair Babson Park Elem. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, may include but not limit to support to provide after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.

Title I, Part C-Migrant

Migrant students enrolled in Dale R. Fair Babson Park Elem. will be assisted by LEA's Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D

NA

Title II

Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. Funds available to Dale R. Fair Babson Park Elem. are used to purchase but not limited to Beginning Teacher Program and various professional needs at the individual school.

Title III

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff. Dale R. Fair Babson Park Elem. will provide training for the staff as outlined in the LWCS Title III application.

Title X-Homeless

The Homeless Outreach Maximizing Education (HOME) Program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the HOME program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Supplemental Academic Instruction (SAI)

The SAI program provides support for 3rd grade students identified as low or poor performing academic students. These students receive one on one and small group help to increase their performance levels.

Violence Prevention Programs

Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying and drug awareness.

Nutrition Programs

Dale R. Fair Babson Park Elem. is a location for a summer feeding program.

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA
Job Training
NA
Other
NA

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. By the end of the 2013-2014 school year, students scoring Achievement Level 3.5 one the FCAT Writing Assessment will increase by 2% as measured by the School Grade report.

G1.B1 Time, student motivation, teachers' knowledge and skills

G1.B1.S1 Stimulate vocabulary and language development through descriptive words, read alouds, explicit word choice instruction, shared writing modeling, and writing in all content areas

PD Opportunity 1

writing in all content areas

Facilitator

resource teachers, 4th grade experienced writing teachers

Participants

all staff

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans, writing samples

G2. At the end of the 2013-2014school year, students scoring Achievement Level 3 on the FCAT 2.0 in Science will increase by 2% as measured by School Grade report.

G2.B1 materials, teacher's knowledge and skills

G2.B1.S1 Grant for grade level materials request Training

PD Opportunity 1

CCSS science training

Facilitator

5th grade science teachers

Participants

all staff

Target Dates or Schedule

preplanning week, monthly

Evidence of Completion

sign in sheets

G3. By the end of the 2013-2014 school year, students scoring Achievement Level 3 on the FCAT 2.0 in reading will increase by 2% as measured by School Grade report.

G3.B1 A lack of motivation or interest and skills in reading.

G3.B1.S1 Incorporate multiple reading resources, (Accelerated Reader, Practice Exercises in Reading Comprehension (PERC), read alouds)

PD Opportunity 1

Teachers will work with all children at their instructional level

Facilitator

Reading Resource teachers, Reading Consultant

Participants

Classroom teachers, resource teachers, administrators

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

CAC (Class Analysis Charts), Ongoing Progress Monitoring

Appendix 2: Budget to Support School Improvement Goals