

Lake Wales Charter Schools

# Dale R Fair Babson Park Elementary



2015-16 School Improvement Plan

## Dale R Fair Babson Park Elementary

815 SCENIC HWY N, Babson Park, FL 33827

<http://lwcharterschools.com/babsonpark>

### School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	0%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	0%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	A	A

### School Board Approval

N/A

### SIP Authority and Template

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.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Making a difference today for a better world tomorrow.

##### **Provide the school's vision statement**

Dale R. Fair Babson Park Elementary's vision is to challenge the curiosity of each student and provide an opportunity to discover, enrich, and expand the abilities, interests, values, attitudes, understanding, and skills appropriate to the individual's needs and level of development. We feel that our vision can be achieved through doing, exploring, discovering, and creating. The purpose and responsibility of our elementary school is to help a student learn how to think rather than what to think.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Teachers learn about many students' cultures and build stronger relationships by giving Parent/Student Interest Inventories. This information allows teachers to target students' interests and activities both in and out of the classroom. A large number of our teachers attend students' out of school activities such as, football games, baseball games, soccer and softball games on the weekends and in the evenings. Cross grade level articulation meetings are also held so teachers can share information about former and present students. We also help strengthen these teacher student relationships through K Nights at the school and K Home Visits.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

Dale R. Fair Babson Park Elem. takes great measures to create an environment where students feel safe and respected. This is achieved with constant supervision of all students through daily routines. Teachers are required to wear name badges at all times and doors are always locked. Children are taught our safety procedures and they are practiced regularly. Our school-wide behavioral system, PAX, helps create peace, productivity, health, and happiness that students and teachers can see in the classroom and out on campus. There is more time for learning, less stress for staff and students, and a steady decline of inattentive behavior. We also have our GNAT Before and After School Care staffed with teachers and paras. Our before and after school care provides a safe environment where the children get help with homework, have indoor/outdoor activities, and are provided snacks.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Our school-wide discipline system is displayed in every classroom and taught to every child. It is also located in the grade level Parent Packet which is gone over and discussed at each grade level's Parent Workshop. All school personnel, parents, and students know and understand the discipline plan and its consequences and rewards. Part of our discipline plan is our school-wide behavioral system, PAX. Training for PAX started in the lower grades and each year another grade level, of

teachers and students, was trained. PAX helps create peace, productivity, health, and happiness that students and teachers can see in the classroom and all around campus. There is more time for learning, less stress for staff and students, and a steady decline of inattentive and disturbing behaviors.

**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**

The Assistant Principal at Dale R. Fair Babson Park Elem. organizes and facilitates our School Based Mentoring Program. Local community members, Big Brothers/Big Sisters, and Webber University Work Study Students are some of the mentors that are paired with our children. Our AP also has a degree and background in counseling. The social worker at our school continually meets with teachers checking on students and making home visits. She also holds small group sessions with students needing help dealing with social-emotional needs.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

The early warning system indicators used at Dale R. Fair Babson Park Elem. include but are not limited to: excessive absences, Level 1 on standardized assessments, ELA or math course failure, and struggling or being unsuccessful at the students current instructional level in all academic areas.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	11	10	8	4	3	5	41
One or more suspensions	7	4	5	5	10	7	38
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	12	8	20

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

Indicator	Grade Level			Total
	K	2	5	
Students exhibiting two or more indicators	1	1	2	4

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

The intervention strategies used at Dale R. Fair Babson Park Elem. to improve the academic performance of students identified by the early warning system include parent/teacher conferences and/or home visits. These students are also given more instructional time either before or after school and during the regular school hours in small groups or one on one. Since instruction at Dale R. Fair Babson Park Elem. is differentiated, students may receive varied materials and/or instruction to insure that they are being taught at a level where they are successful.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

Yes

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/51405>.

#### **Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Dale R. Fair Babson Park Elem. has strong community ties. Each classroom has a Business Partner that donates money, supplies, time and knowledge. Classes send cards, thank you notes, pictures, etc. to acknowledge the help and generosity received from their Business Partner. We also team up with the local colleges using students to be paired with an elementary child as a tutor and/or mentor.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership:

Name	Title
Tyler, Elizabeth	Principal
Thomas, Rebecca	Assistant Principal
Jacobs, Shelli	Teacher, K-12
McCarter, Nancy	Teacher, K-12
May, Kristy	Teacher, K-12
Portwood, Lisa	Teacher, K-12
Crumbly, Alex	Teacher, K-12
Flint, Anna	Teacher, K-12
Dicks, Pam	Teacher, K-12
Bishop, Mike	Instructional Technology
Sheffer, Heather	Teacher, K-12

#### Duties

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

**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.

***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***

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.

#### 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 part of the Backpack Program which provides food to kids on the weekends. The Community Eligibility Program (CEP) allows for all students at Dale R. Fair Babson Park Elem. to receive free breakfast and lunch.

#### Housing Programs

NA

#### Head Start

NA

#### Adult Education

NA

#### Career and Technical Education

NA

#### Job Training

NA  
Other  
NA

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Elizabeth Tyler	Principal
Rebecca Thomas	Education Support Employee
Nancy McCarter	Teacher
Sandra Mercer	Teacher
Denise Moss	Education Support Employee
Dale R. Fair	Business/Community
Daniele Shick	Parent
Bill Jacobs	Parent
Bobby Nimmons	Student
Michele Ouellette	Parent
Sasha Friend	Parent
Addy Willette	Parent
Rosalyn Layton	Business/Community
Randy Portwood	Business/Community
Esthela Rodriguez	Parent
Dezonia Williams	Teacher

#### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

##### *Evaluation of last year's school improvement plan*

After reviewing last year's SIP, the SAC discussed and made recommendations. The Goals Summary was reviewed with special attention to attendance in the Early Warning System and to keyboarding skills. SAC members agreed that the plan to help reduce absences was successful and that the online keyboarding should be continued.

##### *Development of this school improvement plan*

The SAC members reviewed and analyzed the Needs Assessment document. since there was no test data available yet. 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.

##### *Preparation of the school's annual budget and plan*

The SAC reviews the school's budget and plan. The SAC must approve and vote on any A+ money that is spent.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

NA

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)****Membership:**

Name	Title
Tyler, Elizabeth	Principal
Thomas, Rebecca	Assistant Principal
McCarter, Nancy	Teacher, K-12
Jacobs, Shelli	Teacher, K-12
May, Kristy	Teacher, K-12
Portwood, Lisa	Teacher, K-12
Crumbly, Alex	Teacher, K-12
Flint, Anna	Teacher, K-12
Dicks, Pam	Teacher, K-12
Bishop, Mike	Instructional Technology
Sheffer, Heather	Teacher, K-12

**Duties****Describe how the LLT promotes literacy within the school**

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 state wide assessments and on-going assessments to address the needs of our students. 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.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Positive working relationships between teachers are encouraged and enhanced through the luxury of every grade level having a common planning time. This daily 45 minute period allows teachers to collaborate planning and instruction weekly or even daily if needed. Cross Grade Level Articulation meetings also enhance working relationships by sharing knowledge of students, standards, technology, and best practices. Staff is also given the opportunity to share ideas, knowledge, best practices, and model lessons during the by-monthly Curriculum Meetings.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

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

**Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Tabitha Smith, a new teacher to our school, will be paired with Pam Dicks and Donna Partington, experienced classroom teachers.

Chelsea Jacobs, a new teacher to our school, will be paired with Shelli Jacobs, an experienced classroom and Resource teacher.

Kerry Vogel, a new teacher to our school, will be paired with Nancy McCarter, an experienced classroom and Reading Resource teacher.

The planned mentoring activities include monthly meetings, modeling, and planned observations.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Dale R. Fair Babson Park Elementary ensures that our core instructional programs and materials are aligned to Florida's standards through the use of CPALMS and the DOE website. Each grade level is required to use these standard based sites to create and guide instruction. Progress Monitoring tools such as MAPS, Go Math, and Acaletics, which are aligned with the Florida standards, are also tools used to ensure proper alignment.

#### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

All students at Dale R. Fair Babson Park Elem. are screened and placed at their instructional level. Teachers and staff constantly monitor and evaluate each student's progress. Students who need to be challenged can be moved up to a more rigorous curriculum and students who are struggling can be aligned with a curriculum that best suits their needs and allows them to be successful. Before and after school tutoring is also provided to give students extra time and instruction toward mastery of skills.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**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 Rationale**

To provide students extra time and instruction toward their mastery of grade level skills.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

McCarter, Nancy, nancy.mccarter@lwcharterschools.com

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

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

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

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. 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 three-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, in which a highly qualified teacher and paraprofessional work with those students who have been identified 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. Many of 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.

**College and Career Readiness**

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

NA

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

NA

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

NA

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

NA

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

.

#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

**G1.**      Goal 1: Dale R. Fair Babson Park Elem. will maintain its A status as assigned by the FSA.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1. Goal 1: Dale R. Fair Babson Park Elem. will maintain its A status as assigned by the FSA.** 1a

**Targets Supported** 1b

G074619

Indicator	Annual Target
FSA English Language Arts - Achievement	73.0
FSA Mathematics - Achievement	77.0
AMO Reading - All Students	
FCAT 2.0 Science Proficiency	67.0

**Resources Available to Support the Goal** 2

- personnel, instruction, professional development opportunities
- personnel, materials
- personnel, materials, instruction
- personnel, professional skills, materials

**Targeted Barriers to Achieving the Goal** 3

- keyboarding skills
- training new teachers
- students' limited scientific knowledge

**Plan to Monitor Progress Toward G1.** 8

observations, lesson plans, progress monitoring, Class Analysis Charts

**Person Responsible**

Nancy McCarter

**Schedule**

Every 2 Months, from 9/8/2015 to 6/3/2016

**Evidence of Completion**

observations, lesson plans, Class Analysis Charts

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

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

**1** = Problem Solving Step       **S123456** = Quick Key

**G1.** Goal 1: Dale R. Fair Babson Park Elem. will maintain its A status as assigned by the FSA. **1**

 **G074619**

**G1.B1** keyboarding skills **2**

 **B194876**

**G1.B1.S1** We will continue the use of a keyboarding program. **4**

 **S206477**

### Strategy Rationale

To provide more practice on using a keyboard to make students more comfortable and efficient.

### Action Step 1 **5**

We will continue to use a keyboarding program.

#### Person Responsible

Shelli Jacobs

#### Schedule

Weekly, from 9/8/2015 to 6/3/2016

#### Evidence of Completion

lesson plans, observations

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

targeted observations, lesson plans

**Person Responsible**

Shelli Jacobs

**Schedule**

Weekly, from 9/8/2015 to 6/3/2016

***Evidence of Completion***

lessons plans, observations

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

effective response writing, lesson plans

**Person Responsible**

Shelli Jacobs


**Schedule**

Biweekly, from 9/8/2015 to 6/3/2016


***Evidence of Completion***

effective writing samples, observations

**G1.B2 training new teachers** 2

 B194877

**G1.B2.S1 New teachers will be paired with experienced colleagues.** 4

 S206478

**Strategy Rationale**

There will be a smoother and quicker learning of our reading program.

**Action Step 1** 5

New teachers will be trained in Culyer Strategies in Reading.

**Person Responsible**

Nancy McCarter

**Schedule**

Weekly, from 9/8/2015 to 6/3/2016

***Evidence of Completion***

observations, lesson plans

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

targeted observations, modeling

**Person Responsible**

Nancy McCarter

**Schedule**

Weekly, from 9/8/2015 to 6/3/2016

***Evidence of Completion***

observations, lesson plans, Class Analysis Charts

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

targeted observations, modeling

**Person Responsible**

Nancy McCarter

**Schedule**

Weekly, from 9/8/2015 to 6/3/2016

**Evidence of Completion**

lesson plans, targeted observations, Class Analysis Charts

**G1.B3** students' limited scientific knowledge 2

 B194878

**G1.B3.S1** Students will have numerous opportunities to learn and reach mastery of science standards through Science Boot Camp. 4

 S206479

**Strategy Rationale**

With numerous and frequent exposures and practices, students will become familiar and versed in their grade level appropriate science standards.

**Action Step 1** 5

Teachers will spend more time during science teaching grade level appropriate science standards.

**Person Responsible**

Rebecca Thomas

**Schedule**

Biweekly, from 9/8/2015 to 6/3/2016

**Evidence of Completion**

progress monitoring, lesson plans, observations

## Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

targeted observations, lesson plans

### Person Responsible

Rebecca Thomas

### Schedule

Monthly, from 9/8/2015 to 6/3/2016

### Evidence of Completion

observations, progress monitoring, lesson plans

## Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

targeted observations, lesson plans

### Person Responsible

Rebecca Thomas

### Schedule

Monthly, from 9/8/2015 to 6/3/2016

### Evidence of Completion

lesson plans, progress monitoring

## Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	We will continue to use a keyboarding program.	Jacobs, Shelli	9/8/2015	lesson plans, observations	6/3/2016 weekly
G1.B2.S1.A1	New teachers will be trained in Culyer Strategies in Reading.	McCarter, Nancy	9/8/2015	observations, lesson plans	6/3/2016 weekly
G1.B3.S1.A1	Teachers will spend more time during science teaching grade level appropriate science standards.	Thomas, Rebecca	9/8/2015	progress monitoring, lesson plans, observations	6/3/2016 biweekly
G1.MA1	observations, lesson plans, progress monitoring, Class Analysis Charts	McCarter, Nancy	9/8/2015	observations, lesson plans, Class Analysis Charts	6/3/2016 every-2-months
G1.B1.S1.MA1	effective response writing, lesson plans	Jacobs, Shelli	9/8/2015	effective writing samples, observations	6/3/2016 biweekly
G1.B1.S1.MA1	targeted observations, lesson plans	Jacobs, Shelli	9/8/2015	lessons plans, observations	6/3/2016 weekly
G1.B2.S1.MA1	targeted observations, modeling	McCarter, Nancy	9/8/2015	lesson plans, targeted observations, Class Analysis Charts	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.MA1	targeted observations, modeling	McCarter, Nancy	9/8/2015	observations, lesson plans, Class Analysis Charts	6/3/2016 weekly
G1.B3.S1.MA1	targeted observations, lesson plans	Thomas, Rebecca	9/8/2015	lesson plans, progress monitoring	6/3/2016 monthly
G1.B3.S1.MA1	targeted observations, lesson plans	Thomas, Rebecca	9/8/2015	observations, progress monitoring, lesson plans	6/3/2016 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** Goal 1: Dale R. Fair Babson Park Elem. will maintain its A status as assigned by the FSA.

**G1.B2** training new teachers

**G1.B2.S1** New teachers will be paired with experienced colleagues.

### PD Opportunity 1

New teachers will be trained in Culyer Strategies in Reading.

#### Facilitator

reading consultant, resource teachers

#### Participants

entire staff

#### Schedule

Weekly, from 9/8/2015 to 6/3/2016

**G1.B3** students' limited scientific knowledge

**G1.B3.S1** Students will have numerous opportunities to learn and reach mastery of science standards through Science Boot Camp.

### PD Opportunity 1

Teachers will spend more time during science teaching grade level appropriate science standards.

#### Facilitator

Science Boot Camp instructor, 5th grade science teacher

#### Participants

3rd-5th grade teachers

#### Schedule

Biweekly, from 9/8/2015 to 6/3/2016

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

### Budget

#### Budget Data

1	G1.B1.S1.A1	We will continue to use a keyboarding program.	\$0.00
2	G1.B2.S1.A1	New teachers will be trained in Culyer Strategies in Reading.	\$0.00
3	G1.B3.S1.A1	Teachers will spend more time during science teaching grade level appropriate science standards.	\$0.00
Total:			\$0.00