

Lake Wales Charter Schools

Dale R Fair Babson Park Elementary



2017-18 Schoolwide Improvement Plan

Dale R Fair Babson Park Elementary

815 SCENIC HWY N, Babson Park, FL 33827

<http://lwcharterschools.com/babsonpark>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	34%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	A*	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	19
Appendix 1: Implementation Timeline	26
Appendix 2: Professional Development and Technical Assistance Outlines	27
Professional Development Opportunities	27
Technical Assistance Items	29
Appendix 3: Budget to Support Goals	29

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Dale R Fair Babson Park Elementary

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Making a difference today for a better world tomorrow.

b. 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.

2. School Environment

a. 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 and 1st through 5th Grade Level Nights at the school and K Home Visits.

b. 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.

c. 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.

d. 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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.

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

1. 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	11	6	5	4	7	8	0	0	0	0	0	0	0	41
One or more suspensions	3	3	7	3	5	2	0	0	0	0	0	0	0	23
Course failure in ELA or Math	28	9	5	1	2	0	0	0	0	0	0	0	0	45
Level 1 on statewide assessment	0	0	0	10	18	32	0	0	0	0	0	0	0	60

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	4	1	3	0	4	2	0	0	0	0	0	0	0	14

c. 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.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/422640>.

2. Description

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

2. 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 Financial 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 Financial Partner. We also team up with the local colleges using students to be paired with an elementary child as a tutor and/or mentor.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Tyler, Elizabeth	Principal
Thomas, Rebecca	Assistant Principal
Jacobs, Shelli	Teacher, K-12
May, Kristy	Teacher, K-12
Dicks, Pam	Teacher, K-12
Sheffer, Heather	Teacher, K-12
Hanrahan, Brandi	Instructional Technology
Flint, Anna	Teacher, K-12
McCarter, Nancy	Teacher, K-12
Portwood, Lisa	Teacher, K-12
Mongeon, Sally	Instructional Media
Robillard, Jenna	Teacher, K-12

b. Duties

1. 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.

2. 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 processes 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

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Elizabeth Tyler	Principal
Rebecca Thomas	Education Support Employee
Sandra Mercer	Teacher
Denise Moss	Education Support Employee
Daniele Shick	Parent
Bill Jacobs	Business/Community
Bobby Nimmons	Business/Community
Michele Ouellette	Parent
Addy Willette	Parent
Rosalyn Layton	Business/Community
Esthela Rodriguez	Parent
Olivia Hoover	Parent
Hannah Taylor	Parent
Nancy McCarter	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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, keyboarding skills, and new teachers receiving mentoring. The LWCS has a new attendance policy and the system has hired a social worker. The importance of having new teachers paired/mentored by experienced teachers was given a positive reception by new teachers. This continues to be extremely important, especially with the knowledge that a number of staff members are leaving or retiring. SAC members agreed that the plan to help reduce absences was successful, the online keyboarding should be continued, and the mentoring of new teachers has been highly effective.

b. Development of this school improvement plan

The SAC members reviewed and analyzed 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.

c. 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.

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

NA

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Tyler, Elizabeth	Principal
Thomas, Rebecca	Assistant Principal
Jacobs, Shelli	Instructional Coach
May, Kristy	Teacher, K-12
Dicks, Pam	Teacher, K-12
Sheffer, Heather	Teacher, K-12
Hanrahan, Brandi	Instructional Technology
Flint, Anna	Teacher, K-12
Robillard, Jenna	Teacher, K-12
Portwood, Lisa	Teacher, K-12
Mongeon, Sally	Instructional Media
McCarter, Nancy	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team (Faculty Advisory Committee) meets at least 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 goal of returning to an A school.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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.

2. 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

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

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

Donna Yost, a second year teacher at our school, will be paired with Nancy McCarter, an experienced classroom teacher and Resource Teacher.

Dana Lewis, a second year teacher at our school, will be paired with Shelli Jacobs, an experienced classroom teacher and Resource Teacher.

Ashton Pike, a second year teacher at our school but new to "K", will be paired with Pam Dicks, an experienced classroom teacher and Grade Chair.

Brandi Hanrahan, a second year teacher at our school, will be paired with Nancy McCarter, an experienced classroom teacher and Resource Teacher.

Kerry Vogel, a third year teacher at our school, will be paired with Nancy McCarter, an experienced classroom teacher and Resource Teacher.

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

Shelli Jacobs and Nancy McCarter, experienced classroom teachers and Resource Teachers, will also be providing much of the modeling, performing observations, and planning and attending meetings.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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. Small group differentiated instruction takes place in every classroom. Before and after school tutoring is also provided to give students extra time and instruction toward mastery of skills.

2. 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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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.

b. College and Career Readiness

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

NA

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

NA

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

NA

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 return to its "A" status as assigned by the FSA after receiving a "B" for the 2016-2017 school year.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Goal 1: Dale R. Fair Babson Park Elem. will return to its "A" status as assigned by the FSA after receiving a "B" for the 2016-2017 school year. 1a

G094320

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
FSA Mathematics Achievement	77.0
AMO Reading - All Students	
FCAT 2.0 Science Proficiency	58.0

Targeted Barriers to Achieving the Goal 3

- keyboarding skills
- training new teachers
- students' limited scientific knowledge
- Best Practices for Inclusive Education (BPIE)

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

observations, lesson plans, progress monitoring

Person Responsible

Rebecca Thomas

Schedule

Weekly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Class Analysis Charts, observations, progress monitoring

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 return to its "A" status as assigned by the FSA after receiving a "B" for the 2016-2017 school year. **1**

 **G094320**

G1.B1 keyboarding skills **2**

 **B253278**

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

 **S267384**

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

Rebecca Thomas

Schedule

Weekly, from 8/21/2017 to 5/18/2018

Evidence of Completion

lesson plans, observations

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

targeted observations, lesson plans

Person Responsible

Rebecca Thomas

Schedule

Weekly, from 8/21/2017 to 5/18/2018

Evidence of Completion

lessons plans, observations

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

effective response writing, lesson plans

Person Responsible

Rebecca Thomas

Schedule

Biweekly, from 8/21/2017 to 5/18/2018

Evidence of Completion

effective writing samples, observations

G1.B2 training new teachers 2

 B253279

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

 S267385

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

Biweekly, from 8/7/2017 to 5/18/2018

Evidence of Completion

observations, lesson plans

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

targeted observations, modeling, trainings

Person Responsible

Nancy McCarter

Schedule

Biweekly, from 8/7/2017 to 5/18/2018

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 8/21/2017 to 5/18/2018


Evidence of Completion

lesson plans, targeted observations, Class Analysis Charts

G1.B3 students' limited scientific knowledge 2

 B253280

G1.B3.S1 Students will have numerous opportunities to learn and reach mastery of science standards through Science Boot Camp, Mystery Science, STEM Lab and hands on experience. 4

 S267386

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 8/21/2017 to 5/18/2018

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 8/21/2017 to 5/18/2018

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 8/21/2017 to 5/18/2018

Evidence of Completion

lesson plans, progress monitoring

G1.B4 Best Practices for Inclusive Education (BPIE) 2

 B253281

G1.B4.S1 short and long term efforts to implement and improve inclusive educational practices 4

 S267387

Strategy Rationale

to increase the progress and growth of SWD in general education environments

Action Step 1 5

We will be implementing BPIE through a staff training

Person Responsible

Ann Tomkinson

Schedule

Quarterly, from 9/18/2017 to 5/18/2018

Evidence of Completion

training sign in sheets, grade level meetings

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

quarterly grade level meetings

Person Responsible

Ann Tomkinson

Schedule

Quarterly, from 9/18/2017 to 5/18/2018

Evidence of Completion

Class Analysis Charts, observations

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Class Analysis Charts, observations, progress monitoring

Person Responsible

Ann Tomkinson














Schedule

Quarterly, from 9/18/2017 to 5/18/2018

Evidence of Completion

Class Analysis Charts, observations, progress monitoring

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M379529	observations, lesson plans, progress monitoring	Thomas, Rebecca	8/21/2017	Class Analysis Charts, observations, progress monitoring	5/18/2018 weekly
G1.B1.S1.MA1  M379521	effective response writing, lesson plans	Thomas, Rebecca	8/21/2017	effective writing samples, observations	5/18/2018 biweekly
G1.B1.S1.MA1  M379522	targeted observations, lesson plans	Thomas, Rebecca	8/21/2017	lessons plans, observations	5/18/2018 weekly
G1.B1.S1.A1  A355546	We will continue to use a keyboarding program.	Thomas, Rebecca	8/21/2017	lesson plans, observations	5/18/2018 weekly
G1.B2.S1.MA1  M379523	targeted observations, modeling	McCarter, Nancy	8/21/2017	lesson plans, targeted observations, Class Analysis Charts	5/18/2018 weekly
G1.B2.S1.MA1  M379524	targeted observations, modeling, trainings	McCarter, Nancy	8/7/2017	observations, lesson plans, Class Analysis Charts	5/18/2018 biweekly
G1.B2.S1.A1  A355547	New teachers will be trained in Culyer Strategies in Reading.	McCarter, Nancy	8/7/2017	observations, lesson plans	5/18/2018 biweekly
G1.B3.S1.MA1  M379525	targeted observations, lesson plans	Thomas, Rebecca	8/21/2017	lesson plans, progress monitoring	5/18/2018 monthly
G1.B3.S1.MA1  M379526	targeted observations, lesson plans	Thomas, Rebecca	8/21/2017	observations, progress monitoring, lesson plans	5/18/2018 monthly
G1.B3.S1.A1  A355548	Teachers will spend more time during science teaching grade level appropriate science standards.	Thomas, Rebecca	8/21/2017	progress monitoring, lesson plans, observations	5/18/2018 biweekly
G1.B4.S1.MA1  M379527	Class Analysis Charts, observations, progress monitoring	Tomkinson, Ann	9/18/2017	Class Analysis Charts, observations, progress monitoring	5/18/2018 quarterly
G1.B4.S1.MA1  M379528	quarterly grade level meetings	Tomkinson, Ann	9/18/2017	Class Analysis Charts, observations	5/18/2018 quarterly
G1.B4.S1.A1  A355549	We will be implementing BPIE through a staff training	Tomkinson, Ann	9/18/2017	training sign in sheets, grade level meetings	5/18/2018 quarterly

V. 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 return to its "A" status as assigned by the FSA after receiving a "B" for the 2016-2017 school year.

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

Biweekly, from 8/7/2017 to 5/18/2018

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, Mystery Science, STEM Lab and hands on experience.

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, STEM Lab instructor

Participants

K-5th grade teachers

Schedule

Biweekly, from 8/21/2017 to 5/18/2018

G1.B4 Best Practices for Inclusive Education (BPIE)

G1.B4.S1 short and long term efforts to implement and improve inclusive educational practices

PD Opportunity 1

We will be implementing BPIE through a staff training

Facilitator

FDLRs-FL Inclusion Network (FIN)

Participants

All Staff

Schedule

Quarterly, from 9/18/2017 to 5/18/2018

VI. Technical Assistance Items

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

VII. Budget

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
4	G1.B4.S1.A1	We will be implementing BPIE through a staff training	\$0.00
Total:			\$0.00