

Charlotte County Public Schools

Babcock Neighborhood School



2017-18 Schoolwide Improvement Plan

Babcock Neighborhood School

43301 CYPRESS PKWY, Babcock Ranch, FL 33982

www.babcockneighborhoodschool.org

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)
Combination School KG-12	No	0%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	4%

School Grades History

Year
Grade

School Board Approval

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

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	7
Effective Leadership	8
Public and Collaborative Teaching	10
Ambitious Instruction and Learning	10
8-Step Planning and Problem Solving Implementation	14
Goals Summary	14
Goals Detail	14
Action Plan for Improvement	18
Appendix 1: Implementation Timeline	24
Appendix 2: Professional Development and Technical Assistance Outlines	25
Professional Development Opportunities	25
Technical Assistance Items	26
Appendix 3: Budget to Support Goals	26

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 Babcock Neighborhood School

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.

Create a "place-based" environmentally focused "greenSTEAM" education program that integrates science, technology, engineering, the arts, and mathematics within a thoughtfully provided holistic learning environment.

*By focusing on local landscape, history, culture and context, learning at BNS takes on specificity and moves from the abstract to the concrete, engaging students with an environment that encourages interactions with, and exploration of, the world around them. The sustainability and conservation principles of Babcock Ranch provide opportunities for hands-on, project-based learning about nature, health and renewable energy with a STEAM focus.

b. Provide the school's vision statement.

Through STEAM (Strategies That Engage the Authentic Mind) all students at BNS will find success by blending academic standards with a variety of real-world skills through project based learning. BNS believes that all children should experience learning through their own passions and meaningful experiences. The academic experiences will be rooted in collaboration, critical thinking, and reflection for learning around the growth mindset beliefs as they prepare for the next level of learning.

2. School Environment

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

Babcock Neighborhood Schools strives to create an open learning environment that provides time in the curriculum for students to develop their passions through academic learning. The Project Based Learning environment provides extensive opportunities for student choice and voice providing a strong impetus for relationship building between teachers and students.

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

Teachers have established clear classroom expectations for interacting with each other. Our school is brand new this year and we are continuing to build a restorative justice approach to our discipline. The focus to this point has been proactive in teaching the expectations of the building and appropriate interactions.

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.

The current school-wide behavioral system is in the developmental stage as a brand new school. Our goal is to honor the needs of all students through PBIS (Positive Behavior Intervention Strategies) and the restorative justice models. The staff is learning both and determining appropriate points for the intersection of both resources.

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 classroom teachers are a critical element to this component. In our PLC discussions, our team address the specific student needs and determine appropriate interventions as needed.

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.

Academically below grade level in reading or math, attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension, one or more suspensions, whether in school or out of school, course failure in English Language Arts or mathematics during any grading period, a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics, or, for students in grades K-3, a substantial reading deficiency under section 1008.25(5)(a), F.S.

*Please note that we are a brand new school and we have no attendance data at this point.

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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

The current system is to work through our teacher PLC Team using data to drive next steps for individual student needs. Our school is utilizing i-ready data to begin on work to identify students that will need extra support to achieve grade level readiness. The current enrollment is 156 students and we believe in this small environment we can quickly identify academic needs through formative and summative assessments and address through our small group interventions.

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?

No

1. PFEP Link

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

2. Description

The school hosted multiple parent forums throughout the summer in our "start-up" process to articulate mission, vision, and clarity around both in regard to curriculum processes. We will be establishing a schedule for student exhibitions to occur in the Fall and Spring of each year to showcase the development of student learning across all grade levels. Specific to their own children we are working to implement Standards Based Grading for K-6 with a focus on mastery of academic and soft skills. Our parents will also be included on committees as needed per our Governing Board. Students and their families will also be participating in Student-Led Conferences twice per school year.

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.

This is a critical element to our Project Based Learning environment as all projects must include a community connection component. For example, in our PBL training with teachers this summer, we were able to have a block of time where community members were invited to share their role in the community and give teachers ideas about various projects connections that could be made in the development of their driving questions for projects.

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
Treece, Shannon	Principal
Lewter, Kari	Teacher, K-12
Keaney, Tammy	Teacher, ESE

b. Duties

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

The present leadership team includes all teachers as we in our first year of implementation and have much work to accomplish in regard to implementing our PBL Model. They are involved in our weekly instructional meetings every Tuesday morning. This is where we work through curriculum decisions and monitor student data. The teacher leaders will all be helping to interview and select all employees selected to work at BNS as it will be critical in the building of our culture as we stay true to our mission and vision.

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.

Currently, we are basing our decisions from the written charter agreement with Charlotte County Schools in regard to our personnel (based on student numbers), instructional practices, and curriculum. In order to meet the needs of our students, the Babcock Neighborhood School Education Foundation has contributed funds along with the CSP grant to allow us to purchase curriculum resources (PBL training and PLTW Training) to honor the charter agreement. The Leadership Team will meet as needed to develop and modify needs based on our first year. The inventory of resources will be reviewed in comparison to our student needs to determine where funds will be allocated to achieve the greatest impact on student learning. Our curriculum has been an investment that we believe will honor our student learning styles. Lucy Calkins was chosen for reading and writing, History Alive, Science Alive, and Go Math have all been purchased to bridge the Project Based Learning environment.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Shannon Treece	Principal

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

Babcock Neighborhood School opened August 2017. We are in the process of establishing our SAC.

b. Development of this school improvement plan

This SIP was developed with input from the teachers and the leaders identified previously in this plan.

c. Preparation of the school's annual budget and plan

The Governing Board approved an annual budget based on our charter needs and start up costs. We will be revisiting the budget in September to verify needs and funds to support the identified needs.

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

Not applicable as we opened August 2017.

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

No

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

BNS is currently working to establish their SAC as we are brand new, opened in August 2017.

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
Lewter, Kari	Teacher, K-12

b. Duties

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

Teachers are currently working through the implementation of the Lucy Calkins reading and writing curriculum. It is our belief that a balanced approach to literacy through the integration of reading and writing across curricular subjects is critical to growth. The intentional inclusion of reading and writing through our PBL (Project-Based Learning) environment is an expectation for our staff. The results are reviewed and monitored in our weekly team meetings.

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.

Collaborative planning and instruction are critical in a PBL environment. The work to establish this culture began during the two weeks of training provided by Magnify Learning in PBL. The teachers also have a weekly consultation with Magnify Learning that will continue support in the implementation of PBL throughout the course of the year. Our instructional units are designed through the collaboration with all grade levels. The use of Google documents allows for virtual collaborative planning and instruction saving time.

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

The mission and vision of the school are very defined and require a specific passion and skill set to be effective. Currently, there is a high-interest as the town is brand new and being highly marketed in not only local areas but nationally. The emphasis for our situation is to develop the team we have hired and allow them to have specific input when hiring new staff into the building.

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

Our current staff includes eight teachers, all veteran, and one ESE teacher who is also a veteran teacher. The mentoring taking place is across all teachers as they learn to implement Project Based Learning strategies into their classroom. The mentoring is happening naturally as we work to build a culture around growth mindset and passions for learning.

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.

The teachers at each grade level are all familiar with the curriculum and utilize the standards to build their classroom instructional activities. The teachers work together not only at each grade level but across grade levels and content areas to design meaningful activities around the standards. The data reviewed around the standards will provide our team insight into the standards that will need more attention and those mastered as we continue to build our standards-based grading system.

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.

Teachers will be reviewing data on a regular basis through formative and summative classroom data. The i-ready baseline data will be utilized to get us started in understanding our students level of performance. Teachers will differentiate inside the classroom through the various projects to honor the level of performance the student is on and as standards are mastered the teacher will increase the appropriate standard levels. Students will also use Trailblazer Time for interventions and passion projects.

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: Before School Program

Minutes added to school year: 0

Enrichment and core academic instruction will be provided in Trailblazer time as needed based on formative and summative assessments in core instructional periods.

Strategy Rationale

The additional minutes in the school day and the additional option for before school tutoring will allow the students to have multiple support venues as needed to meet academic goals.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Treece, Shannon, streece@babcockneighborhoodschool.org

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

i-ready data will be utilized to provide a baseline and two formal measurements following will also be used to monitor student growth over time.

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.

The teachers are working to develop 360-degree spreadsheet/plans. These plans identify the student academically with their data, but also include other holistic information about the child including their passions, home struggles, what they like to eat, what their allergies are, and how they learn best based on various learning inventories. These plans are something our teachers will be building this year to hand off to their next teacher to get a quicker understanding of the children. Data is easy to transfer, but unfortunately, it leaves out many factors that are critical to the true success of a child.

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.**

N/A

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

N/A

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

N/A

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.

N/A

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.

We do not have baseline data at this point but will be completing i-ready in the next week.

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.

N/A

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.** Teacher training in the effective use of technology to achieve instructional goals.
- G2.** Develop cross curricular instructional units through Project Based Learning and Project Lead the Way.
- G3.** Develop MTSS systems that define processes for Academic and Behavior tiers.

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. Teacher training in the effective use of technology to achieve instructional goals. 1a

 G097734

Targets Supported 1b

Indicator	Annual Target
Highly Qualified Teachers	100.0

Targeted Barriers to Achieving the Goal 3

- Lack of professional development in the effective use of technology.

Resources Available to Help Reduce or Eliminate the Barriers 2

- ED Tech Bootcamp

Plan to Monitor Progress Toward G1. 8

Surveys

Person Responsible

Shannon Treece

Schedule

Triannually, from 8/10/2017 to 5/24/2018

Evidence of Completion

Responses to surveys

G2. Develop cross curricular instructional units through Project Based Learning and Project Lead the Way.

1a

G097735

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	80.0
FSA Mathematics Achievement	80.0
Statewide Science Assessment Achievement	80.0

Targeted Barriers to Achieving the Goal 3

- Time to develop the curricular units for effective implementation.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Magnify Learning weekly consultation calls (PBL coaching/support).
- Community partners and various stakeholder involvement within the PBL projects.
- Continuous Project Lead the Way training through Florida Gulf Coast University.
- Highly qualified and highly effective teachers within our school.

Plan to Monitor Progress Toward G2. 8

Schoolwide data will be collected through iReady assessment data reports.

Person Responsible

Shannon Treece

Schedule

Triannually, from 8/28/2017 to 5/24/2018

Evidence of Completion

iReady reports

G3. Develop MTSS systems that define processes for Academic and Behavior tiers. 1a

G097736

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	80.0
Math Gains District Assessment	80.0
Discipline incidents	10.0

Targeted Barriers to Achieving the Goal 3

- Development of program from foundation (limited teacher knowledge of systems).

Resources Available to Help Reduce or Eliminate the Barriers 2

- Collaborative Educational Network Support

Plan to Monitor Progress Toward G3. 8

The development of a comprehensive school positive behavior intervention plan.

Person Responsible

Shannon Treece

Schedule

Monthly, from 8/1/2017 to 7/31/2018

Evidence of Completion

Monthly meetings with minutes and completed work towards the development of the comprehensive school intervention plan. Beginning the 2017-2018 school year have a system developed for full implementation.

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. Teacher training in the effective use of technology to achieve instructional goals. **1**

 G097734

G1.B1 Lack of professional development in the effective use of technology. **2**

 B262720

G1.B1.S1 Teachers will attend ED Tech Bootcamp. **4**

 S278198

Strategy Rationale

Provide deeper understanding of collaborative tools within the Google Suite.

Action Step 1 **5**

Teachers will become Google certified.

Person Responsible

Shannon Treece

Schedule

Daily, from 2/2/2018 to 2/3/2018

Evidence of Completion

Google Certificates

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

Virtual collaboration by teachers through collaborative documents.

Person Responsible

Shannon Treece

Schedule

On 5/24/2018

Evidence of Completion

Google Drive Screenshots

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

Teacher surveys

Person Responsible

Shannon Treece

Schedule

Triannually, from 8/10/2017 to 5/24/2018


Evidence of Completion

Teacher responses

G2. Develop cross curricular instructional units through Project Based Learning and Project Lead the Way. 1

 G097735

G2.B1 Time to develop the curricular units for effective implementation. 2

 B262721

G2.B1.S1 Utilize professional development days for collaboration and designing cross curricular instructional units across grade levels. 4

 S278199

Strategy Rationale

To provide teacher support and to ensure that students are receiving cohesive application of content.

Action Step 1 5

BNS will provide professional development that allows collaboration and cross curricular design on instructional units.

Person Responsible

Shannon Treece

Schedule

Weekly, from 7/1/2017 to 6/1/2018

Evidence of Completion

Agendas

Action Step 2 5

Teachers will utilize professional development days and weekly PBL meetings to develop effective cross curricular learning experiences. PBL Level I Training and support throughout the year to help build units is critical.

Person Responsible

Shannon Treece

Schedule

Weekly, from 8/29/2017 to 5/31/2018

Evidence of Completion

Documentation from effective units (student surveys, pictures, assessment data)

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

During weekly meetings teachers will report on student progress.

Person Responsible

Shannon Treece

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Meeting minutes will be collected each week.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Specific data from formative and summative assessments

Person Responsible

Kari Lewter

Schedule

Biweekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Data charts and documented evidence of student growth.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Demonstration of student mastery of standards.

Person Responsible

Shannon Treece

Schedule

Quarterly, from 10/13/2017 to 5/24/2018

Evidence of Completion

Summative and formative classroom data.

G3. Develop MTSS systems that define processes for Academic and Behavior tiers. 1

 G097736

G3.B1 Development of program from foundation (limited teacher knowledge of systems). 2

 B262722

G3.B1.S1 Utilize the strengths of teacher knowledge and allow a small group to develop and present work to staff as progress is made in the development of the process. 4

 S278200

Strategy Rationale

This will allow the team to work on components independently while coming together as needed for the whole team.

Action Step 1 5

Develop specific processes for MTSS

Person Responsible

Tammy Keaney

Schedule

Monthly, from 8/1/2017 to 6/30/2018

Evidence of Completion

Monthly minutes and training session notes

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Submission of draft documents

Person Responsible

Shannon Treece

Schedule

Quarterly, from 8/1/2017 to 6/30/2018

Evidence of Completion

Completed documents prepared by 2018-2019 school year

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Informal teacher input

Person Responsible

Shannon Treece

Schedule

Quarterly, from 8/1/2017 to 6/30/2018

Evidence of Completion

Teacher feedback through informal surveys

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.B1.S1.A1 A374732	Teachers will become Google certified.	Treece, Shannon	2/2/2018	Google Certificates	2/3/2018 daily
G1.MA1 M404546	Surveys	Treece, Shannon	8/10/2017	Responses to surveys	5/24/2018 triannually
G2.MA1 M404550	Schoolwide data will be collected through iReady assessment data reports.	Treece, Shannon	8/28/2017	iReady reports	5/24/2018 triannually
G1.B1.S1.MA1 M404544	Teacher surveys	Treece, Shannon	8/10/2017	Teacher responses	5/24/2018 triannually
G1.B1.S1.MA1 M404545	Virtual collaboration by teachers through collaborative documents.	Treece, Shannon	8/10/2017	Google Drive Screenshots	5/24/2018 one-time
G2.B1.S1.MA1 M404547	Demonstration of student mastery of standards.	Treece, Shannon	10/13/2017	Summative and formative classroom data.	5/24/2018 quarterly
G2.B1.S1.MA1 M404549	Specific data from formative and summative assesments	Lewter, Kari	9/1/2017	Data charts and documented evidence of student growth.	5/31/2018 biweekly
G2.B1.S1.A2 A374734	Teachers will utilize professional development days and weekly PBL meetings to develop effective...	Treece, Shannon	8/29/2017	Documentation from effective units (student surveys, pictures, assessment data)	5/31/2018 weekly
G2.B1.S1.MA1 M404548	During weekly meetings teachers will report on student progress.	Treece, Shannon	8/28/2017	Meeting minutes will be collected each week.	6/1/2018 weekly
G2.B1.S1.A1 A374733	BNS will provide professional development that allows collaboration and cross curricular design on...	Treece, Shannon	7/1/2017	Agendas	6/1/2018 weekly
G3.B1.S1.MA1 M404551	Informal teacher input	Treece, Shannon	8/1/2017	Teacher feedback through informal surveys	6/30/2018 quarterly
G3.B1.S1.MA1 M404552	Submission of draft documents	Treece, Shannon	8/1/2017	Completed documents prepared by 2018-2019 school year	6/30/2018 quarterly
G3.B1.S1.A1 A374735	Develop specific processes for MTSS	Keaney, Tammy	8/1/2017	Monthly minutes and training session notes	6/30/2018 monthly
G3.MA1 M404553	The development of a comprehensive school positive behavior intervention plan.	Treece, Shannon	8/1/2017	Monthly meetings with minutes and completed work towards the development of the comprehensive school intervention plan. Beginning the 2017-2018 school year have a system developed for full implementation.	7/31/2018 monthly

V. Professional Development Opportunities

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

G2. Develop cross curricular instructional units through Project Based Learning and Project Lead the Way.

G2.B1 Time to develop the curricular units for effective implementation.

G2.B1.S1 Utilize professional development days for collaboration and designing cross curricular instructional units across grade levels.

PD Opportunity 1

BNS will provide professional development that allows collaboration and cross curricular design on instructional units.

Facilitator

Shannon Treece

Participants

BNS Teachers

Schedule

Weekly, from 7/1/2017 to 6/1/2018

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	Teachers will become Google certified.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1113	239-Other	0503 - Babcock Neighborhood School	General Fund		\$3,000.00
			Notes: CSP Grant Professional Development			
2	G2.B1.S1.A1	BNS will provide professional development that allows collaboration and cross curricular design on instructional units.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1140	239-Other	0503 - Babcock Neighborhood School	Other		\$10,000.00
			Notes: CSP Grant Professional Development			
3	G2.B1.S1.A2	Teachers will utilize professional development days and weekly PBL meetings to develop effective cross curricular learning experiences. PBL Level I Training and support throughout the year to help build units is critical.				\$0.00
4	G3.B1.S1.A1	Develop specific processes for MTSS				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1140	239-Other	0503 - Babcock Neighborhood School	Other		\$4,000.00
			Notes: CSP Grant			
Total:						\$17,000.00