Babcock Neighborhood School

leadership
analysis
Florida
students
mission
college and career
ambitious
school improvement
family and community involvement
striving
achievement
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areas of focus
needs assessment
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strategic planning
collaboration
vision
learning
supportive environment
growth

2018-19 Schoolwide Improvement Plan

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Babcock Neighborhood School

43301 CYPRESS PKWY, Babcock Ranch, FL 33982

www.babcockneighborhoodschool.org

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 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	6%

School Grades History

Year	2017-18
Grade	A

School Board Approval

This plan was approved by the Charlotte County School Board on 10/9/2018.

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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.

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.

School Leadership Team

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

Name	Title
Treece, Shannon	Principal
Lewter, Kari	Instructional Coach
Fennell, Chris	Assistant Principal

Duties

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 the principal, the assistant principal, and the curriculum coordinator. They are involved in our weekly instructional meetings every Tuesday, Wednesday, and Thursday afternoon. This is where we work through curriculum decisions and monitor student data. The leadership team as well as 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.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	1	0	1	2	2	2	0	0	0	0	0	0	8
One or more suspensions	0	0	0	2	4	0	1	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	0	1	11	3	4	0	0	0	0	0	0	19
Level 1 on statewide assessment	0	0	0	2	10	4	3	0	0	0	0	0	0	19

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	1	4	1	2	0	0	0	0	0	0	8

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Tuesday 8/14/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	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	

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	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	

Part II: Needs Assessment/Analysis

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

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

The data component that scored the lowest was the performance of our lowest 25 percentile of our students within the ELA component.

Which data component showed the greatest decline from prior year?

This data is unavailable, as our first year of operation was the 2017-2018 school year.

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

The largest gap when compared to the state would be the % of Levels 3-5 for 4th Grade Mathematics. We were at 32% of our students earning a Level 3-5, the state was at 62%,

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

N/A

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

N/A

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	64%	73%	60%	0%	73%	55%
ELA Learning Gains	62%	53%	57%	0%	52%	54%
ELA Lowest 25th Percentile	40%	0%	52%	0%	0%	49%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Achievement	65%	54%	61%	0%	48%	56%
Math Learning Gains	69%	45%	58%	0%	33%	54%
Math Lowest 25th Percentile	64%	0%	52%	0%	0%	48%
Science Achievement	74%	83%	57%	0%	61%	52%
Social Studies Achievement	0%	65%	77%	0%	71%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0 (0)	1 (0)	0 (0)	1 (0)	2 (0)	2 (0)	2 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	8 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	2 (0)	4 (0)	0 (0)	1 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	7 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	1 (0)	11 (0)	3 (0)	4 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	19 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	2 (0)	10 (0)	4 (0)	3 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	19 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2018	78%	63%	15%	57%	21%	
	2017						
Cohort Comparison							
04	2018	41%	54%	-13%	56%	-15%	
	2017						
Cohort Comparison		41%					
05	2018	70%	56%	14%	55%	15%	
	2017						
Cohort Comparison		70%					
06	2018	59%	48%	11%	52%	7%	
	2017						
Cohort Comparison		59%					
07	2018						
	2017						
Cohort Comparison		0%					
08	2018						
	2017						
Cohort Comparison		0%					
09	2018						
	2017						
Cohort Comparison		0%					
10	2018						
	2017						

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2018	83%	69%	14%	62%	21%
	2017					
Cohort Comparison						
04	2018	32%	61%	-29%	62%	-30%
	2017					
Cohort Comparison		32%				
05	2018	75%	62%	13%	61%	14%
	2017					
Cohort Comparison		75%				
06	2018	64%	46%	18%	52%	12%
	2017					
Cohort Comparison		64%				
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2018	75%	63%	12%	55%	20%
	2017					
Cohort Comparison						
08	2018					
	2017					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	64	63	40	64	70	64	72				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

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

Areas of Focus:

Activity #1	
Title	ELA Lowest 25%
Rationale	Our ELA Lowest 25% scores were lower than the state and district.
Intended Outcome	The ELA Lowest 25% scores will meet or exceed the state and district average.
Point Person	Kari Lewter (klewter@babcockneighborhoodschool.org)
Action Step	
Description	Weekly data reviews in our PLCs to monitor student progress, formative, and summative assessments. From this data we will be able to continuously update the 360 spreadsheet on our students and monitor interventions that have been utilized, for what content area, and the success or lack thereof and make adjustments as needed.
Person Responsible	Shannon Treece (streece@babcockneighborhoodschool.org)
Plan to Monitor Effectiveness	
Description	Review classroom assessment data Review benchmark assessments (iReady/MAP)
Person Responsible	Shannon Treece (streece@babcockneighborhoodschool.org)

Activity #2	
Title	Math Lowest 25%
Rationale	The rationale for this goal is to continue to perform above the state and district level. (District required activity.)
Intended Outcome	The intended outcome is to maintain or exceed the state and district levels with this subgroup of students.
Point Person	Chris Fennell (cfennell@babcockneighborhoodschool.org)
Action Step	
Description	Through our data chats /PLC's reviewing classroom data such as informative and summative assessments will help us update our 360 spreadsheets to ensure we are identifying exactly what and where these students are needing support. Through discussion we can identify interventions that can be implemented and tracked and then reviewed at the following meeting.
Person Responsible	Kari Lewter (klewter@babcockneighborhoodschool.org)
Plan to Monitor Effectiveness	
Description	Benchmark Assessments (iReady and MAP) Classroom Assessments (Content Assessments, Projects, etc.)
Person Responsible	Shannon Treece (streece@babcockneighborhoodschool.org)

Activity #3	
Title	Math Levels 3-5 in third through seventh grade.
Rationale	The rationale for this focus area is because our largest gap with the state was with our Level 3-5 in mathematics within the 2017-2018 fourth grade.
Intended Outcome	Increase the number of students performing at levels 3-5 across third-seventh grade.
Point Person	Chris Fennell (cfennell@babcockneighborhoodschool.org)

Action Step	
Description	Weekly data chats within our PLC's to identify students performance on informative and summative assessments. The information gained from the informative and summative assessments will allow us to identify specific areas of need for each students. We can then utilize our staff appropriately to meet the needs of each individual student, implementing specific interventions based on the data .
Person Responsible	Shannon Treece (streece@babcockneighborhoodschool.org)

Plan to Monitor Effectiveness	
Description	This will take place through the weekly PLC's as well, but we will monitor progress through benchmark assessments via iReady or MAP.
Person Responsible	Shannon Treece (streece@babcockneighborhoodschool.org)

Activity #4	
Title	Reducing the Achievement Gap in ELA
Rationale	Maintain or exceed the current status (both ELA Gains and ELA Achievement are both performing above district and state performance). Overall Goal as previously stated is to reduce the Lowest 25%.
Intended Outcome	Close gap by moving students from the Lowest 25% to the level 3-5 category.
Point Person	Kari Lewter (klewter@babcockneighborhoodschool.org)

Action Step	
Description	Use of instructional strategies that target the deficiencies for the Lowest 25%, collect data, based on results in achievement, articulate interventions steps for future student needs.
Person Responsible	Kari Lewter (klewter@babcockneighborhoodschool.org)

Plan to Monitor Effectiveness	
Description	Weekly data/content PLCs
Person Responsible	Shannon Treece (streece@babcockneighborhoodschool.org)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

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-7 with a focus on mastery of academic and soft skills. There will be a curriculum night held every nine weeks for every grade level. Grades 4-7 Curriculum Nights will focus on Summit onboarding for parents.

PFEP Link

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

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

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. In addition, we offer social thinking/skills groups to ensure we are meeting the needs of our students as they arise.

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.

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 on 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) to honor the charter agreement. The Leadership Team will meet as needed to develop and modify our response to critical areas that arise. 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. Units of Study were chosen for reading and writing, Zearn will be utilized for math, all have all been purchased to bridge the Project Based Learning environment. PLC meetings will take place weekly,

these sessions will include a book study. Books were purchased in coordination with the District with Title II funds.

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

BNS will integrate a variety of professionals into our PBL units of instruction to engage the community partners component. This will serve as a real-world application of postsecondary options and discussions with all students in grades K-7.