Dale R Fair Babson Park Elementary

2018-19 Schoolwide Improvement Plan

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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)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	69%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	32%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	B	A*

School Board Approval

N/A

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.

Making a difference today for a better world tomorrow.

Provide the school's vision statement.

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

School Leadership Team

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
Sheffer, Heather	Teacher, K-12
Flint, Anna	Teacher, K-12
McCarter, Nancy	Teacher, K-12
Meeks, Jan	Teacher, K-12
barker, jordan	Teacher, K-12
vogel, kerry	Teacher, K-12
gravel, alicia	Teacher, K-12
Stentz, Kelly	Instructional Technology
Havens, Josh	Teacher, K-12

Duties

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

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

PS/RTI; further assists the 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: Teachers provide information about core instruction; participate in student data collection; deliver Tier I instruction/intervention; collaborate with other staff to implement Tier 2/3 interventions; and integrates Tier I materials/instruction with Tier 2/3 activities

Curriculum Specialist and Resource Team: The develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs and identify appropriate, research based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk", assist in the design and implementation for progress monitoring, data collection, and data analysis, participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

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	29	15	19	14	17	16	0	0	0	0	0	0	0	110
One or more suspensions	3	1	2	4	6	4	0	0	0	0	0	0	0	20
Course failure in ELA or Math	33	2	4	1	1	0	0	0	0	0	0	0	0	41
Level 1 on statewide assessment	0	0	0	7	9	20	0	0	0	0	0	0	0	36

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	2	1	1	3	5	4	0	0	0	0	0	0	0	16

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	33	2	4	1	1	0	0	0	0	0	0	0	0	41
Retained Students: Previous Year(s)	28	9	5	1	2	0	0	0	0	0	0	0	0	45

Date this data was collected
Monday 7/30/2018

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	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

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	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

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 bottom quartile in ELA and math performed the lowest.
The bottom quartile in ELA is increasing.
The bottom quartile in math has declined the past four years.

Which data component showed the greatest decline from prior year?

The greatest decline from last year was in Science. Science went from 62% in 2017 to 56% in 2018.

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

The bottom quartile in ELA had the biggest gap when compared to the state average. We had a 46% and the state had 48% which was a two point difference.

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

The learning gains in ELA showed the most improvement. We were at 48% for 2017 and increased to 62% for 2018.
Yes, this is a trend.

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

Training in Culyer Strategies in Reading, especially inference questioning, avoiding yes/no questions, and using higher order thinking skills. An emphasis was also placed on training in the area of theme and main idea.

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	68%	0%	56%	57%	0%	52%
ELA Learning Gains	62%	0%	55%	51%	0%	52%
ELA Lowest 25th Percentile	46%	0%	48%	41%	0%	46%
Math Achievement	77%	0%	62%	74%	0%	58%
Math Learning Gains	62%	0%	59%	60%	0%	58%
Math Lowest 25th Percentile	46%	0%	47%	56%	0%	46%
Science Achievement	56%	0%	55%	55%	0%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	29 (11)	15 (6)	19 (5)	14 (4)	17 (7)	16 (8)	110 (41)
One or more suspensions	3 (3)	1 (3)	2 (7)	4 (3)	6 (5)	4 (2)	20 (23)
Course failure in ELA or Math	33 (28)	2 (9)	4 (5)	1 (1)	1 (2)	0 (0)	41 (45)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	7 (10)	9 (18)	20 (32)	36 (60)

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	73%			57%	16%
	2017					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
04	2018	72%			56%	16%
	2017					
Cohort Comparison		72%				
05	2018	56%			55%	1%
	2017					
Cohort Comparison		56%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	78%			62%	16%
	2017					
Cohort Comparison						
04	2018	82%			62%	20%
	2017					
Cohort Comparison		82%				
05	2018	67%			61%	6%
	2017					
Cohort Comparison		67%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	56%			55%	1%
	2017					
Cohort Comparison						

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
SWD	31	33	27	40	29	9	8				
ELL	60			70							
BLK	54	53		62	47						
HSP	62	62	54	69	50	50	47				
MUL	62			62							
WHT	72	66	50	82	68	53	64				
FRL	58	51	52	67	58	43	44				

	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
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups											

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	Our area of focus will be the bottom quartile in math.
Rationale	There has been a decline in the bottom quartile in math for the past four years.
Intended Outcome	The intended outcome is to not only halt the decline in the bottom quartile in math but to make an increase in this area.
Point Person	Rebecca Thomas (rebecca.thomas@lwcharterschools.com)

Action Step

Description	Teachers and staff will revise the pacing maps for math and assure they are aligned with the current state standards.
Person Responsible	Rebecca Thomas (rebecca.thomas@lwcharterschools.com)

Plan to Monitor Effectiveness

Description	Grade levels will meet with assistant principal before the end of every nine weeks to evaluate all student performance and progress with special attention to the bottom quartile students.
Person Responsible	Rebecca Thomas (rebecca.thomas@lwcharterschools.com)

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.

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

Weekly Communication Reports are sent home with each child detailing their academic progress as well as their behavior. Parents sign and return the reports.

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 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.

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.

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.

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 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.

Title II

Professional development resources are available to Title I schools through Title II 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.

Title X-Homeless

The Homeless Outreach Maximizing Education (HOME) Program, funded through Title X, provides support for identified homeless students. 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 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.

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 to receive free breakfast and lunch.

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

NA

Part V: Budget

Total:	**$0.00**