

Lake Wales Charter Schools

Dale R Fair Babson Park Elementary



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	13
Title I Requirements	14
Budget to Support Goals	16

Dale R Fair Babson Park Elementary

815 SCENIC HWY N, Babson Park, FL 33827

<http://lwcharterschools.com/babsonpark>

Demographics

Principal: Elizabeth Tyler

Start Date for this Principal: 8/23/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	70%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (62%) 2017-18: B (60%) 2016-17: B (58%) 2015-16: B (56%) 2014-15: A (66%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	13
Title I Requirements	14
Budget to Support Goals	16

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)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	A	B	B	B

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	Job Duties and Responsibilities
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	
barker, jordan	Teacher, K-12	
gravel, alicia	Teacher, K-12	
Stentz, Kelly	Instructional Technology	
Hanrahan, Brandi		
Robillard, Jenna	Teacher, K-12	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	95	73	76	77	68	86	0	0	0	0	0	0	0	475
Attendance below 90 percent	7	2	5	3	4	6	0	0	0	0	0	0	0	27
One or more suspensions	1	5	6	8	11	15	0	0	0	0	0	0	0	46
Course failure in ELA or Math	25	2	1	0	0	0	0	0	0	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	6	8	11	0	0	0	0	0	0	0	25

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	1	1	5	6	0	0	0	0	0	0	0	15

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	25	2	1	0	0	0	0	0	0	0	0	0	0	28
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

27

Date this data was collected or last updated

Monday 8/26/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	1	1	3	5	4	0	0	0	0	0	0	0	16

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	2	1	1	3	5	4	0	0	0	0	0	0	0	16	

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	73%	0%	57%	63%	0%	55%
ELA Learning Gains	54%	0%	58%	48%	0%	57%
ELA Lowest 25th Percentile	39%	0%	53%	45%	0%	52%
Math Achievement	79%	0%	63%	74%	0%	61%
Math Learning Gains	70%	0%	62%	61%	0%	61%
Math Lowest 25th Percentile	54%	0%	51%	51%	0%	51%
Science Achievement	63%	0%	53%	62%	0%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	95 (0)	73 (0)	76 (0)	77 (0)	68 (0)	86 (0)	475 (0)
Attendance below 90 percent	7 (29)	2 (15)	5 (19)	3 (14)	4 (17)	6 (16)	27 (110)
One or more suspensions	1 (3)	5 (1)	6 (2)	8 (4)	11 (6)	15 (4)	46 (20)
Course failure in ELA or Math	25 (33)	2 (2)	1 (4)	0 (1)	0 (1)	0 (0)	28 (41)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	6 (7)	8 (9)	11 (20)	25 (36)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	85%			58%	27%
	2018	73%			57%	16%
Same Grade Comparison		12%				
Cohort Comparison						
04	2019	72%			58%	14%
	2018	72%			56%	16%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		0%				
Cohort Comparison		-1%				
05	2019	61%			56%	5%
	2018	56%			55%	1%
Same Grade Comparison		5%				
Cohort Comparison		-11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	73%			62%	11%
	2018	78%			62%	16%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	84%			64%	20%
	2018	82%			62%	20%
Same Grade Comparison		2%				
Cohort Comparison		6%				
05	2019	76%			60%	16%
	2018	67%			61%	6%
Same Grade Comparison		9%				
Cohort Comparison		-6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	63%			53%	10%
	2018	56%			55%	1%
Same Grade Comparison		7%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	49	41	31	54	59	44					
ELL	45			64							
BLK	58	47		74	71						
HSP	64	55		79	73						
MUL	75			83							
WHT	77	55	50	79	68	52	65				
FRL	64	49	41	68	61	48	48				

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				
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	432
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	63
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	68
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	79
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The bottom quartile in ELA performed the lowest. This is not a trend. There had been a very slight increase in the previous years.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The greatest decline from last year was in the Lowest 25th Percentile in ELA. The Lowest 25th Percentile in ELA went from 46% in 2018 to 39% in 2019.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The bottom quartile in ELA had the biggest gap when compared to the state average. We had a 39% and the state had a 53% which was a fourteen point difference.

Which data component showed the most improvement? What new actions did your school take in this area?

The Math Learning Gains and the Lowest 25th Percentile in Math showed the most improvement. We were at 62% for 2018 and increased to 70% for 2019 in Math Learning Gains. We saw the same increase in the Lowest 25th Percentile in Math going from a 46% in 2018 to 54% for 2019. Teachers and staff revised the pacing maps for math and assured they were aligned with the current state standards. Grade levels met every nine weeks to evaluate all student performance with attention to the bottom quartile students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

When evaluating our EWS data, we noticed that several students have more than one indicator. For the 2019-2020 we will add additional supports for these students depending upon their needs. This may include, but is not limited to, small groups working on social skills, academic small groups, or a mentor.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. bottom quartile in ELA
- 2.
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

No activities were entered for this section.

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Our area of focus will be the bottom quartile in ELA.

The rationale for our area of focus is the decline in the bottom quartile in ELA this past year.

The intended outcome is to not only halt the decline in the bottom quartile in ELA but to make an increase in this area. The Assistant Principal, Rebecca Thomas, will be the person responsible for monitoring this outcome.

Training in Culyer Strategies in Reading will be continued for all staff with special emphasis on new teachers. Reading training will include, but not be limited to, inference questioning, avoiding yes/no questions, using higher order thinking skills, theme and main idea, and cause/effect.

Grade levels will meet twice a nine weeks with the Reading Resource teachers to evaluate all student performance with special attention to bottom quartile students.

Reading Resource teachers, Shelli Jacobs and Nancy McCarter, will be responsible for monitoring this action step.

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 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 education 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

The approved budget does not reflect any amendments submitted for this project.

Total:	\$0.00
--------	--------