

Charlotte County Public Schools

# Babcock Neighborhood School



## 2021-22 Schoolwide Improvement Plan

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# Babcock Neighborhood School

43301 CYPRESS PKWY, Babcock Ranch, FL 33982

www.babcockneighborhoodschool.org

## Demographics

Principal: Shannon Treece

Start Date for this Principal: 6/1/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	3%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students Multiracial Students White Students
<b>School Grades History</b>	2018-19: C (52%) 2017-18: A (63%) 2016-17: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## 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](http://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.

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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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	No	3%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	19%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	A

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<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.**

Growing World Changers

**Provide the school's vision statement.**

BNS will design meaningful learning experiences that: develop effective communicators, resilient learners, and global citizens to become tremendous Trailblazers.

### School Leadership Team

**Membership**

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

Name	Position Title	Job Duties and Responsibilities
Treece, Shannon	Principal	The principal is to use her leadership, supervisory, and administrative skills to promote the educational development and well-being of each student. The principal engages in PLCs to support and guide instructional decisions among grade-level teams based on data. The principal is currently working with the parent representative group to ensure meaningful engagement with families, positive school culture, a rigorous learning environment and provides stakeholders with the dates and times of Governing Board Meetings and SAC meetings to ensure opportunities for collaboration among stakeholders in the school's decision-making process.
Fennell, Chris	Assistant Principal	The Assistant Principal is to use his leadership, supervisory and administrative skills, and knowledge of curriculum to promote the educational development and well-being of each student. The assistant principal also engages in PLCs to support and guide instructional decisions among grade-level teams based on data. The assistant principal facilitates the SAC meetings to ensure that opportunities for stakeholder input and questions are heard and responded to.
Sanford, Amanda	Assistant Principal	The Assistant Principal is to use their leadership, supervisory and administrative skills, and knowledge of curriculum to promote the educational development and well-being of each student. The assistant principal also engages in PLCs to support and guide instructional decisions among grade-level teams based on data. The assistant principal facilitates the SAC meetings to ensure that opportunities for stakeholder input and questions are heard and responded to.
Lewter, Kari	Other	The Curriculum Coordinator uses her skills and curriculum knowledge to help teachers develop a better school curriculum and guide data discussions to better their instructional practices. She is also involved with working with the school administrators on assessing students' data with the goal of helping the school raise its overall test scores. The curriculum coordinator engages in curriculum nights designed for stakeholders to offer information based on curriculum implementation taking place within the school.

## Demographic Information

### Principal start date

Thursday 6/1/2017, Shannon Treece

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Total number of teacher positions allocated to the school**

39

**Total number of students enrolled at the school**

503

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

9

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

19

**Demographic Data****Early Warning Systems****2021-22****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	48	64	45	66	54	63	62	47	54	38	30	0	0	571	
Attendance below 90 percent	2	7	4	6	3	8	8	7	6	7	9	0	0	67	
One or more suspensions	0	1	0	0	1	1	1	0	2	4	2	0	0	12	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	1	0	0	1	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	8	5	10	3	4	7	5	0	0	42	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	17	19	16	5	7	6	3	0	0	73	
Number of students with a substantial reading deficiency	3	9	5	8	4	5	7	2	4	1	0	0	0	48	

**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	0	0	0	0	0	6	6	1	4	7	4	0	0	28

**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	1	2	0	0	0	0	0	0	0	0	0	0	0	3	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

**Date this data was collected or last updated**

Thursday 9/23/2021



**2020-21 - 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		
Number of students enrolled	48	43	66	49	53	51	46	50	47	0	0	0	0	453	
Attendance below 90 percent	5	1	1	1	2	0	2	3	1	0	0	0	0	16	
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	0	0	1	
Course failure in ELA	1	1	1	0	0	1	9	19	5	0	0	0	0	37	
Course failure in Math	1	1	1	0	2	3	4	7	3	0	0	0	0	22	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	0	6	4	5	0	0	0	0	17	
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	7	10	7	7	0	0	0	0	33	

**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	0	0	0	0	2	1	8	7	10	1	0	0	0	29

**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	1	1	1	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**2020-21 - 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		
Number of students enrolled	48	43	66	49	53	51	46	50	47	0	0	0	0	453	
Attendance below 90 percent	5	1	1	1	2	0	2	3	1	0	0	0	0	16	
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	0	0	1	
Course failure in ELA	1	1	1	0	0	1	9	19	5	0	0	0	0	37	
Course failure in Math	1	1	1	0	2	3	4	7	3	0	0	0	0	22	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	0	6	4	5	0	0	0	0	17	
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	7	10	7	7	0	0	0	0	33	

**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	0	0	0	0	2	1	8	7	10	1	0	0	0	29

**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	1	1	1	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Part II: Needs Assessment/Analysis****School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				59%	65%	61%	64%	73%	60%
ELA Learning Gains				47%	49%	59%	62%	53%	57%
ELA Lowest 25th Percentile				46%	46%	54%	40%		52%
Math Achievement				55%	60%	62%	65%	54%	61%
Math Learning Gains				44%	43%	59%	69%	45%	58%
Math Lowest 25th Percentile				35%	35%	52%	64%		52%
Science Achievement				49%	60%	56%	74%	83%	57%
Social Studies Achievement				79%	75%	78%		65%	77%

**Grade Level Data Review - State Assessments**

**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	2021					
	2019	70%	69%	1%	58%	12%
Cohort Comparison						
04	2021					
	2019	62%	57%	5%	58%	4%
Cohort Comparison		-70%				
05	2021					
	2019	60%	56%	4%	56%	4%
Cohort Comparison		-62%				
06	2021					
	2019	57%	49%	8%	54%	3%
Cohort Comparison		-60%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	42%	46%	-4%	52%	-10%
Cohort Comparison		-57%				
08	2021					
	2019					
Cohort Comparison		-42%				
09	2021					
	2019					
Cohort Comparison		0%				
10	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	41%	70%	-29%	62%	-21%
Cohort Comparison						
04	2021					
	2019	52%	60%	-8%	64%	-12%
Cohort Comparison		-41%				
05	2021					
	2019	51%	56%	-5%	60%	-9%
Cohort Comparison		-52%				
06	2021					
	2019	57%	51%	6%	55%	2%
Cohort Comparison		-51%				
07	2021					
	2019	67%	62%	5%	54%	13%
Cohort Comparison		-57%				
08	2021					
	2019					
Cohort Comparison		-67%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	45%	52%	-7%	53%	-8%
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		-45%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	79%	78%	1%	71%	8%
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

NWEA MAP testing is the progress monitoring tool utilized by Babcock Neighborhood School. Civics progress monitoring data is taken from USA Test Prep.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	81	74	84
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	89	86	93
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	89	72	83
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	72	70	79
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	71	70	65
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	77	84	75
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	86	87	75
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	70	71	68
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	87	80	70
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	60	67	54
	Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	90	87	76
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	92	91	76
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	81	82	68
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	94	84	72
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	90	81	85
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	56	51	54
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			



Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	92	72	71
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	64	60	54
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	58	85	74
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

## Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	33			19							
HSP	52	33		57	54		40				
WHT	60	52	44	55	64	59	58	83	76		
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	18			27							
WHT	59	47	47	54	43	37	49	80			
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				

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	537
Total Components for the Federal Index	9
Percent Tested	100%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
Federal Index - 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%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	47
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	61
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	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

### What trends emerge across grade levels, subgroups and core content areas?

The grade-level data in grades 3-5 are concerning, while 6-8 showed promising achievement. In 3rd grade, ELA BNS was below state achievement (54%) rates with 47%. ELA Achievement in grades, 4, 5, 6, 7, and 8 all met or exceeded the state average. For math achievement, 3-5 all fell below the state average, while 6 and 7 exceeded the state average. In Algebra I End of Course was a 100% pass rate and a 527 scale score for 99% in FL. Science came in strong exceeding state average for 5th and 8th by 10% in both areas. Civics was also strong at 78% Achievement and a state average of 64%, 14 points above the state average.

**What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

The data components that demonstrate the greatest need for improvement are 3rd-grade math and ELA and 4th and 5th-grade math.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

The contributing factors to these need areas for improvement include effective use of curriculum, instructional strategies, and assessment data to design differentiated instruction. Missed instructional days are another factor impacting student learning. The actions necessary to address the improvement needs include a learning platform to ensure the instruction delivered is high quality and reflects the needs from progress monitoring data. The availability of a highly developed, quality curriculum is critical for consistency in all classrooms to ensure access for all students.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

The data components showing the most improvement were 6th/7th grade ELA and 6th-grade math.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

The contributing factors to this improvement included monitoring data more closely through the Empower Learning platform based on Standards-Based grading which helps to inform the classroom educator in real-time what the students need to focus on by standard. The school also used ESSER funds to purchase Lexia and Achieve 3000 for ELA intervention and Dreambox and ALEKS for math intervention. This allowed teachers to respond immediately to needs as they emerged from data.

**What strategies will need to be implemented in order to accelerate learning?**

The strategies needed to accelerate learning will include hiring a math and reading coach to support staff in the implementation of effective instructional strategies, designing and utilizing effective assessments, and utilizing data from effective assessments to drive instruction for impact across all the grade levels.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

The professional development opportunities will focus on measuring learning and a deeper understanding of the purpose of grading and providing meaningful feedback. This professional development will help develop our grading practices to ensure they are reflective of actual learning and accurate performance. This is critical to utilizing the correct tool and strategy for personalization of learning to close academic gaps. Our weekly grade-level PLCs and child talk sessions will be led by our math and reading coaches to ensure a continuous focus on data, instructional strategies, and interventions all working in tandem to accelerate learning for each student.

The teachers in K-8 were trained in Units of Study for Reading and Writing prior to the start of school and ongoing support will occur through the weekly grade level sessions with the reading coach who is well versed in the implementation of Units of Study.

The school is also training our reading coach in the Orton-Gillingham training for phonics and reading to ensure the fidelity of our reading programs in K-5.

The math and reading coach will be providing ongoing support for effective instructional practices, specifically focusing on differentiation for all teachers K-12.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

In order to ensure the sustainability of our improvement, our current grant-funded positions will need to be included in our school budget.

### Part III: Planning for Improvement

#### Areas of Focus:

**#1. ESSA Subgroup specifically relating to Students with Disabilities****Area of Focus Description and Rationale:**

Our ESE population was 18% proficient in ELA and 27% proficient in math. ELA increased from 18% to 29.2%, Math decreased from 27% to 16.7%

**Measurable Outcome:** Our goal is to achieve at least 41% proficiency in both ELA and Math achievement with our ESE population.

Our main strategy will be driven by data-based decisions from diagnostics and continuous monitoring of all student performance in programs to help determine small group interventions.

**Monitoring:** We have added ALEKS as a main intervention tool for our 6-9 math students. We have also added Achieve3000 as a main intervention for our 6-9 reading students. Other small group intervention resources include: Dreambox (K-5 math interventions), Lexia (K-5 reading intervention), NWEA, and Barton (K-9 reading intervention).

**Person responsible for monitoring outcome:**

Kari Lewter (klewter@babcockneighborhoodschool.org)

**Evidence-based Strategy:**

BNS educators will rely on standards-based instruction, close monitoring of student performance, and attendance tracking to ensure academic success by engaging all students in daily academic foci, weekly teacher-made and program supported formative assessments (Dreambox-Strong ESSA rating and Lexia-Promising ESSA rating), and teacher-directed feedback to pupils. A continued focus on personalization of learning through differentiation as evidenced in the learning platform.

Walkthrough data (Reading and Math Interventionist)

Daily standards posted in the learning platform

Daily agenda clearly accessible in the learning platform

Weekly/bi-weekly meetings with educators at each grade level to review data and critically evaluate instructional practices

**Rationale for Evidence-based Strategy:**

Pacing Guides (built into the Empower Learning Platform)

Curriculum Maps Monitoring (built into the Empower Learning Platform)

Learning Scales per standard (build into the Empower Learning Platform)

The formative assessment data will be kept per standard in Empower Learning. The

Marzano calculation in Empower Learning will be utilized to validate true mastery of standards over time utilizing a minimum of three data points. Differentiation is necessary to ensure academic gaps are closed over time.

Students will be intentionally scheduled to have support beyond the core courses (SDL and Power Hour)

Attendance/discipline/tardy monitoring to ensure child talks are data and student-driven.

**Action Steps to Implement**

Offer timely, actionable feedback to educators from Trailblazer Trips

**Person Responsible**

Shannon Treece (streece@babcockneighborhoodschool.org)

Monitor ELA meetings and provide feedback when necessary

**Person Responsible**

Kari Lewter (klewter@babcockneighborhoodschool.org)

Hire high impact, driven educators

**Person Responsible** Shannon Treece (streece@babcockneighborhoodschool.org)

Ensure 100% participation in the BOY/MOY progress monitoring cycle utilizing MAP ELA and Math data

**Person Responsible** Shannon Treece (streece@babcockneighborhoodschool.org)

Monitor educator progress in pacing guides and curriculum maps across all disciplines

**Person Responsible** Shannon Treece (streece@babcockneighborhoodschool.org)

**#2. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:** The math L25 proficiency rate for BNS was 37% and the gains decreased from 64% to 35%. We achieved 59%, not our goal of 64%. All grade levels will be monitored, there will be a focus on third through fifth grade due to the performance scores in those grade levels. BNS was below the state average in third, fourth, and fifth-grade proficiency levels.

**Measurable Outcome:** Our goal is to achieve a 64% proficiency rate for our L25 population and be at the state average for proficiency in all grade levels.

**Monitoring:** Our main strategy will be driven by data-based decisions from diagnostics and continuous monitoring of all student performance in programs to help determine small group interventions including Dreambox.

**Person responsible for monitoring outcome:** Shannon Treece (streece@babcockneighborhoodschool.org)

**Evidence-based Strategy:** BNS educators will rely on standards-based instruction, close monitoring of student performance, and attendance tracking to ensure academic success by engaging all students in daily academic foci, weekly teacher-made and program supported formative assessments through utilization of the Great Minds curriculum and Dreambox, and teacher-directed feedback to pupils. A continued focus on personalization of learning through differentiation as evidenced in the learning platform.

**Rationale for Evidence-based Strategy:** Walkthrough data (Math Interventionist)  
Daily standards posted in the learning platform  
Daily agenda clearly accessible in the learning platform  
Weekly/bi-weekly meetings with educators at each grade level to review data and critically evaluate instructional practices  
Pacing Guides (built into the Empower Learning Platform)  
Curriculum Maps Monitoring (built into the Empower Learning Platform)  
Learning Scales per standard (build into the Empower Learning Platform)  
The formative assessment data will be kept per standard in Empower Learning. The Marzano calculation in Empower Learning will be utilized to validate true mastery of standards over time utilizing a minimum of three data points. Differentiation is necessary to ensure academic gaps are closed over time.  
Attendance/discipline/tardy monitoring to ensure child talks are data and student-driven.

**Action Steps to Implement**

Align instructional intent with the anticipated outcome.

**Person Responsible** Kari Lewter (klewter@babcockneighborhoodschool.org)

Curriculum intervention positions conduct classroom walkthroughs with follow-up sessions with teachers on specific feedback and debrief weekly with administration.

**Person Responsible** Shannon Treece (streece@babcockneighborhoodschool.org)

Hire high-impact, driven educators.

**Person Responsible** Shannon Treece (streece@babcockneighborhoodschool.org)



Encourage all teachers to seek targeted professional development opportunities (National Council of Mathematics).

**Person Responsible** Chris Fennell (cfennell@babcockneighborhoodschool.org)

Ensure 100% participation in the BOY / MOY progress monitoring cycle utilizing NWEA MAP Math data.

**Person Responsible** Shannon Treece (streece@babcockneighborhoodschool.org)

Monitor educator progress in pacing guides and curriculum maps across all disciplines via Empower Learning platform.

**Person Responsible** Shannon Treece (streece@babcockneighborhoodschool.org)

**#3. Instructional Practice specifically relating to ELA**

<b>Area of Focus Description and Rationale:</b>	<p>The percentage of students below Level 3 on the on the 2021 statewide, standardized ELA assessment is 40% and the percentage of students in Kindergarten through grade 3, based on 2020-2021 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized grade 3 ELA assessment is as follows:</p> <p>K = 22%</p> <p>1 = 17%</p> <p>2 = 17%</p> <p>3 = 36%</p> <p>The third-grade reading performance was well below the state and district performance with a proficiency rate of 47% on the FSA. The Third grade and fourth grade will need to focus specifically on closing the academic gaps through data-driven instruction and formative assessment data.</p>
<b>Measurable Outcome:</b>	<p>BNS will increase the percentage of third and fourth-grade students scoring a Level 3 on the 2022 statewide, standardized ELA assessment by a minimum of 7% points to achieve at least 54% proficiency (state average this year) in ELA for both 3rd and 4th grade.</p>
<b>Monitoring:</b>	<p>Our main strategy will be driven by data-based decisions from diagnostics (Lexia and classroom-developed formative assessments) and continuous monitoring of all student performance in programs to help determine small group interventions. The standards mastery will be reviewed regularly by utilizing Empower Learning platform. Other small group intervention resources include Barton (K-9 reading intervention).</p>
<b>Person responsible for monitoring outcome:</b>	<p>Shannon Treece (streece@babcockneighborhoodschool.org)</p>
<b>Evidence-based Strategy:</b>	<p>BNS educators will rely on standards-based instruction, close monitoring of student performance, and attendance tracking to ensure academic success by engaging all students in daily academic foci, weekly teacher-made and program-supported formative assessments (Lexia), and teacher-directed feedback to pupils. The Units of Study for Reading and Writing will be utilized with fidelity. A continued focus on personalization of learning through differentiation as evidenced in the learning platform.</p>
<b>Rationale for Evidence-based Strategy:</b>	<p>Walkthrough data (Reading Interventionist) to ensure we are staying on track and demonstrating all components</p> <p>Daily standards posted in the learning platform</p> <p>Daily agenda clearly accessible in the learning platform</p> <p>Weekly/bi-weekly meetings with educators at each grade level to review data and critically evaluate instructional practices</p> <p>Pacing Guides (built into the Empower Learning Platform)</p> <p>Curriculum Maps Monitoring (built into the Empower Learning Platform)</p> <p>Learning Scales per standard (build into the Empower Learning Platform)</p> <p>The formative assessment data will be kept per standard in Empower Learning. The Marzano calculation in Empower Learning will be utilized to validate true mastery of standards over time utilizing a minimum of three data points. Differentiation is necessary to ensure academic gaps are closed over time.</p> <p>Attendance/discipline/tardy monitoring to ensure child talks are data and student-driven.</p>

**Action Steps to Implement**

Reading Interventionist to support planning and implementation of the Units of Study in Reading and Writing.

**Person Responsible** Kari Lewter (klewter@babcockneighborhoodschool.org)

Ensure that daily standards are posted in the learning platform.

**Person Responsible** Shannon Treece (streece@babcockneighborhoodschool.org)

Review Pacing Guides on a regular basis to ensure all standards are being in the appropriate time frame.

**Person Responsible** Amanda Sanford (asanford@babcockneighborhoodschool.org)

Weekly/bi-weekly meetings with educators at each grade level to review data and critically evaluate instructional practices

**Person Responsible** Kari Lewter (klewter@babcockneighborhoodschool.org)

Review Curriculum Maps and Monitor all components (built into the Empower Learning Platform).

**Person Responsible** Kari Lewter (klewter@babcockneighborhoodschool.org)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Babcock Neighborhood School will focus on clear expectations to reduce classroom disruptions. The school counselors will be working to develop our PBIS expectation and integrate SEL components into all grade levels. This will be monitored by FOCUS data and data in EDIS. The data for discipline will be reviewed on a monthly basis to ensure we are addressing any negative trends. Proactive supervision and appropriate student support through mentoring opportunities will be utilized to ensure a safe environment.**

### Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

**Describe how the school addresses building a positive school culture and environment.**

Growing World Changers is our mission. Positive school culture and environment are reflected in every aspect of a learning environment. It is our desire to ensure that students are comfortable in their learning spaces, teachers are supported, and parents are welcomed and involved in our processes. Babcock Neighborhood School is unique as a neighborhood school and building on this opportunity is critical to our success. The school continues to build systems to ensure a positive experience by all stakeholders. Our emphasis this year will continue to be on teacher development, student growth, and meaningful parent involvement.

Teacher development will include additional support from math and reading coach positions, specifically designed to increase our teacher capacity through engaging instructional strategies supported by data. This effort will directly impact our student growth as student data is a critical component of lesson planning and instructional design. Involving parents in this process early and consistently will be accomplished through student-led conferences, parent curriculum nights/exhibitions nights. The consistent use of communication with all stakeholders via our OneCall system, SeeSaw (K-5), weekly email for 6-8, and Empower Learning Platform for HS. will be critical to our success. Monthly parent meetings will be coupled with information sessions ranging from academics to social-emotional learning supports.

### **Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

The administrative team is responsible for setting the tone for the school and ensuring there is a positive culture and climate. The administration is responsible for communicating to stakeholders on what is happening regularly in the school. Ensuring all stakeholders feel connected through relevant experiences (including the integration of student-led conferences over time). Through the use of surveys and data, we will adjust our practices and protocols to achieve efficiency for all as appropriate. The administrative team meets formally on a weekly basis to address concerns and develop our programming as needed.

The school counselors are readily available to staff and students and continue to develop an effective SEL program for effective integration into classroom instruction.

Parent Representative Group will serve as a conduit between school and families for meaningful engagement and support of a wide range of family needs. There will be monthly meetings with specific topics from school to keep our parents informed and engaged in our work. We are focusing on being better together for achieving success in our school.

## **Part V: Budget**

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00