

Lake Wales Charter Schools

Dale R Fair Babson Park Elementary



2022-23 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>

Demographics

Principal: Elizabeth Tyler

Start Date for this Principal: 8/24/2014

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	70%
2021-22 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	2021-22: B (58%) 2020-21: A (51%) 2018-19: A (62%) 2017-18: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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.

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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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	70%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	27%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B	A	A	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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Tyler, Elizabeth	Principal	
McCarter, Nancy	Reading Coach	
Fann, Blake	Assistant Principal	
gravel, alicia	Teacher, K-12	
Robillard, Jenna	Teacher, K-12	
barker, jordan	Teacher, K-12	
Jacobs, Shelli	Reading Coach	

Demographic Information

Principal start date

Sunday 8/24/2014, Elizabeth Tyler

Number of teachers with a 2022 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.*

NA

Number of teachers with a 2022 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.*

NA

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

473

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

1

Identify the number of instructional staff who joined the school during the 2022-23 school year.

1

Demographic Data**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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	99	84	68	76	73	91	0	0	0	0	0	0	0	491
Attendance below 90 percent	0	8	5	11	7	8	0	0	0	0	0	0	0	39
One or more suspensions	0	1	3	2	9	3	0	0	0	0	0	0	0	18
Course failure in ELA	0	29	6	3	0	0	0	0	0	0	0	0	0	38
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	1	8	0	0	0	0	0	0	0	9
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	1	16	0	0	0	0	0	0	0	17
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	7	1	0	0	0	0	0	0	8

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	29	6	3	0	0	0	0	0	0	0	0	0	0	38
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Monday 8/22/2022

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	99	84	68	76	73	91	0	0	0	0	0	0	0	491
Attendance below 90 percent	10	7	6	5	6	10	0	0	0	0	0	0	0	44
One or more suspensions	0	0	2	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	19	4	2	2	0	0	0	0	0	0	0	0	0	27
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	7	8	8	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide FSA Math assessment	0	0	0	13	11	8	0	0	0	0	0	0	0	32
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	4	2	0	5	5	6	0	0	0	0	0	0	0	22

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	19	4	2	2	0	0	0	0	0	0	0	0	0	27
Students retained two or more times	0	1	0	0	1	1	0	0	0	0	0	0	0	3

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	99	84	68	76	73	91	0	0	0	0	0	0	0	491
Attendance below 90 percent	10	7	6	5	6	10	0	0	0	0	0	0	0	44
One or more suspensions	0	0	2	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	29	4	2	2	0	0	0	0	0	0	0	0	0	37
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	7	8	8	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide FSA Math assessment	0	0	0	13	11	8	0	0	0	0	0	0	0	32
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	4	2	0	5	5	6	0	0	0	0	0	0	0	22

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	19	4	2	2	0	0	0	0	0	0	0	0	0	27
Students retained two or more times	0	1	0	0	1	1	0	0	0	0	0	0	0	3

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	61%		56%	68%			73%		57%
ELA Learning Gains	60%			52%			54%		58%
ELA Lowest 25th Percentile	44%			27%			39%		53%
Math Achievement	69%		50%	69%			79%		63%
Math Learning Gains	65%			45%			70%		62%
Math Lowest 25th Percentile	45%			38%			54%		51%
Science Achievement	63%		59%	58%			63%		53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	85%			58%	27%
Cohort Comparison		0%				
04	2022					
	2019	72%			58%	14%
Cohort Comparison		-85%				
05	2022					
	2019	61%			56%	5%
Cohort Comparison		-72%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	73%			62%	11%
Cohort Comparison		0%				
04	2022					
	2019	84%			64%	20%
Cohort Comparison		-73%				
05	2022					
	2019	76%			60%	16%
Cohort Comparison		-84%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	63%			53%	10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	24	35	29	32	35	19	27				
BLK	43	50		48	57						
HSP	49	59	58	51	52	43	53				
WHT	67	60	39	77	68	37	66				
FRL	46	60	44	53	57	42	58				
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	41	19		42	50		33				
ELL	43			36							
BLK	59			53							
HSP	59	27		55	36		55				
WHT	71	59		74	50	60	59				
FRL	52	35		52	43		43				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	407
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
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%	0
Native American Students	
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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%	0
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%	0
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

As was expected, based on state data, there was a decrease in learning proficiency in all grades except one.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

After reviewing the 2022 state assessment data, our greatest need for improvements are in the areas of 3rd grade reading and math. In 2020-2021 the 3rd graders scored 71% in reading and in 2021-2022 they scored 53%, which is a decrease of 18%.

In 2020-2021 the 3rd graders scored 69% in math and in 2021-2022 they scored 60%, which is a 9% decrease.

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

A contributing factor to this need for improvement was COVID restrictions. COVID caused the school to be closed down in March of 2020, which was this group's 1st grade year. Many of these students chose

on line learning rather than to return to in-person learning, which caused a decrease in their foundational skills.

Another contributing factor to this need for improvement was the unusually large number of students with learning disabilities included in this group. These students make up approximately 21% of this class.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The Math Learning Gains in 4th grade showed the most improvement from the 2020-2021 to the 2021-2022 school year. We were at 69% for 2020-2021 and increased to 80%, which is an increase of 11% for the 2021-2022 school year.

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

Grade levels met every nine weeks to evaluate all student performance and make adjustments to students' curriculum to meet their needs. Additional paras were added to work with small groups of students to help fill in learning gaps caused by the COVID restrictions.

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

An important strategy to accelerate learning will be for all staff to become familiar with the new testing system and the new state test. This will also include working with new state reports to identify areas of student strengths and weaknesses.

Another strategy to accelerate learning will be for all staff to learn the new math standards introduced this year.

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.

Teachers will continue to meet two times a nine weeks to evaluate student progress in math and reading. We will continue our Culyer Strategies in Reading professional development throughout the year for all staff and with emphasis on new staff.

Professional development will also be given on the new testing format and reading of new state reports. Initiatives have been taken to encourage all teachers to become Reading Endorsed.

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

We are continuing the services of an interventionist, Mrs. Flint, to provide extra support for struggling 2nd graders and an extra part time teacher, Mrs. Hall, to also provide this service to struggling 1st graders. Two new paras have also been hired. One will be used to give additional support to 1st grade students by pulling small groups and focusing on SPARK for fluency and Grandma Books for comprehension. The other para will be assisting in the media center focusing on K-3. Community support tutors will be working with 3rd grade students for math and 5th grade groups for writing. They will also be providing extra support for 3rd-5th grade ESE students. This will take place twice per week.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

It was identified as a critical area of need based on the ELA BEST standards being only three years old and having new ELA materials. Also the Math Standards are two years old and new instructional materials are being implemented.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The specific measurable outcome the school plans to achieve is a two point increase in the areas of ELA and math.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This Area of Focus will be monitored for the desired outcome using the state progress monitoring assessments and school based assessments.

Person responsible for monitoring outcome:

Blake Fann (blake.fann@lwcharterschools.com)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

The evidence-based strategy being used is the continuation of small group, differentiated instruction in all grades.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The rationale for selecting this specific strategy was based on our 2021-2022 FSA scores and continued Tier I, Tier II, and Tier III instruction.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action steps to be taken as part of this strategy will be the continuation of teachers and administration meeting two times a nine weeks to evaluate student progress in math and reading. Teacher observations as well as modeling and feedback will also continue.

Person Responsible

Blake Fann (blake.fann@lwcharterschools.com)

Another action step that will be taken is small group after school tutoring in grades 2-5.

Person Responsible

Nancy McCarter (nancy.mccarter@lwcharterschools.com)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

All parents are welcome and encouraged to participate in their child's education and on going 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, Family Night Check-Out, All Pro Dad Nights and Bring Your Parents to School Days.

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

Administrators, teachers, and support staff all play a role in promoting a positive culture and environment at the school.