Babcock Neighborhood School

2023-24

Schoolwide Improvement Plan (SIP)

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Babcock Neighborhood School

43301 CYPRESS PKWY, Babcock Ranch, FL 33982

www.babcockneighborhoodschool.org

School Board Approval

This plan was approved by the Charlotte County School Board on 10/10/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Treece, Shannon	Principal	The Executive Director (ED) is directly accountable to the Board for the operations and overall performance of any schools ("Schools") formed by Babcock Neighborhood Schools Inc. The ED supervises and provides support to the principals and directors of the Schools (collectively, the "Principal" or "Principals," as applicable) who are, in turn, directly responsible for the academic, student learning, school culture, disciplinary and instructional elements of each school. The ED also guides and implements BNS's strategic and long-range planning for existing and future Schools and programs in coordination with the Board, Kitson and Partners, and the school's consultant.
Lewter, Kari	Other	The Director of Curriculum and Instruction uses DCI skills and curriculum knowledge to help teachers develop a school curriculum and guide data discussions to enhance instructional practices. The DCI works with school administrators on assessing students' data to increase students' achievement in district/state assessments. The DCI engages in curriculum nights designed for stakeholders to offer information based on curriculum implementation taking place within the school.
Fennell, Chris	Principal	The principal is directly accountable for leadership, supervisory, and administrative duties and skills to promote the educational development and well-being of each student. The principal engages in weekly Professional Learning Committees (PLCs) to support and guide instructional decisions among grade-level teams based on current and ongoing data. The principal works in collaboration with the parent representative group to ensure meaningful engagement with families to ensure positive school culture, a rigorous learning environment, and provide stakeholders with the dates and times of Governing Board Meetings and SAC meetings this ensures opportunities for collaboration among stakeholders in the school's decision-making process.
Sanford, Amanda		The principal is directly accountable for leadership, supervisory, and administrative duties and skills to promote the educational development and well-being of each student. The principal engages in weekly Professional Learning Committees (PLCs) to support and guide instructional decisions among grade-level teams based on current and ongoing data. The principal works in collaboration with the parent representative group to ensure meaningful engagement with families to ensure positive school culture, a rigorous learning environment, and provide stakeholders with the dates and times of Governing Board Meetings and SAC meetings this ensures opportunities for collaboration among stakeholders in the school's decision-making process.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Data review occurs weekly in PLCs with all core teachers, teacher leaders, reading intervention teachers, and administration. Specific goals are monitored to ensure the effective implementation of strategies based on current student assessment data, teacher observation, and/or individual student work samples. The students are also individually monitored with a focus on Early Warning Systems (EWS). This year Babcock Neighborhood School plans to use a structured format to guide data-led discussions with updated staffing resources. This
will allow for improved data monitoring practices. Data utilized by the administration, SAC (includes two students and business partners), and the Continuous Improvement Team for making strategic decisions on Professional Learning (PL), Curriculum, Culture, and Technology for both the SIP and overall strategic planning documents. The CIT team includes teachers, administrators, school counselors, specialized instructional support (IT Director, ESE teachers), and two parents from our Parent Representative Group. In SY24-25, BNS plans to add students to this team to ensure student voice is heard and considered. CIT will continue to utilize feedback from surveys, school staff, and committees for input in developing the strategic plan and monitoring the goals for the SIP.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

PLC and student data team meetings will be utilized specifically during SY23-34 to ensure the data of all students is monitored effectively. The student data will be compiled in a spreadsheet for ease of collection of data and sorting ability. The Early Warning Signs (EWS) established in the Charlotte County Progression Plan will be utilized for all students as well as classroom assessment data, FAST Benchmark data, Lexia (ELA), and ALEKS (math). Teacher leaders are responsible for ensuring students in the grade are receiving appropriate interventions through MTSS, and accommodations are being implemented according to the IEP, 504, and or ELL plan.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	22%
2022-23 Economically Disadvantaged (FRL) Rate	3%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT)
School Grades History	2021-22: B

*2022-23 school grades will serve as an informational baseline.		2019-20: C
		2018-19: C
		2017-18: A
School Improvement Rating History		
DJJ Accountability Rating History		

Early Warning Systems

Using 2022-23 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**	
Absent 10% or more days	1	22	8	13	14	13	17	16	12	116
One or more suspensions	0	0	1	0	0	1	3	18	9	32
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	3	3	6
Course failure in Math	0	0	0	0	0	0	0	4	0	4
Level 1 on statewide ELA assessment	0	0	0	4	8	6	11	22	18	69
Level 1 on statewide Math assessment	0	0	0	0	4	10	7	17	21	59
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	18	27	18	63

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	0	0	0	0	3	4	8	18	14	47

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	0	1	0	4	0	0	0	1	0	6
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	12	6	8	6	5	13	8	8	83
One or more suspensions	0	0	0	0	0	0	2	1	4	19
Course failure in ELA	0	0	0	0	0	0	0	20	5	26
Course failure in Math	0	0	0	0	0	0	0	4	0	17
Level 1 on statewide ELA assessment	0	0	0	6	3	9	11	16	6	67
Level 1 on statewide Math assessment	0	0	0	6	11	8	15	25	3	85
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	18	10	28

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	5	10	7	37

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	12	6	8	6	5	13	8	8	66
One or more suspensions	0	0	0	0	0	0	2	1	4	7
Course failure in ELA	0	0	0	0	0	0	0	20	5	25
Course failure in Math	0	0	0	0	0	0	0	4	0	4
Level 1 on statewide ELA assessment	0	0	0	6	3	9	11	16	6	51
Level 1 on statewide Math assessment	0	0	0	6	11	8	15	25	3	68
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	18	10	28

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	5	10	7	22

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
Retained Students: Current Year	1	0	0	0	1	0	0	2	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	56			56	57	57	60		
ELA Learning Gains				53	54	55	50		
ELA Lowest 25th Percentile				40	40	46	38		
Math Achievement*	50			58	55	55	55		
Math Learning Gains				65	63	60	63		
Math Lowest 25th Percentile				66	64	56	59		
Science Achievement*	59			43	46	51	56		
Social Studies Achievement*	59			83	82	72	80		
Middle School Acceleration	58			27			76		
Graduation Rate									
College and Career Acceleration									
ELP Progress									

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	339
Total Components for the Federal Index	6
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	491
Total Components for the Federal Index	9
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	18	Yes	3	3
ELL				
AMI				
ASN				
BLK	25	Yes	1	1
HSP	49			
MUL	45			
PAC				
WHT	57			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	29	Yes	2	2
ELL				
AMI				
ASN				
BLK				
HSP	44			
MUL	47			
PAC				
WHT	56			
FRL				

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	56			50			59	59	58			
SWD	24			16				20			4	
ELL												
AMI												
ASN												
BLK	30			20							2	
HSP	54			46			50	47			4	
MUL	58			32							2	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	57			52			60	60	54		6	
FRL												

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	56	53	40	58	65	66	43	83	27			
SWD	27	29	27	17	41	53	8					
ELL												
AMI												
ASN												
BLK												
HSP	48	54		45	48		25					
MUL	64			29								
PAC												
WHT	56	53	41	60	66	66	45	90	30			
FRL												

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	60	50	38	55	63	59	56	80	76			
SWD	33			19								
ELL												
AMI												
ASN												
BLK												
HSP	52	33		57	54		40					
MUL												
PAC												
WHT	60	52	44	55	64	59	58	83	76			
FRL												

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
10	2023 - Spring	62%	51%	11%	50%	12%
05	2023 - Spring	57%	58%	-1%	54%	3%
07	2023 - Spring	51%	53%	-2%	47%	4%
08	2023 - Spring	59%	47%	12%	47%	12%
09	2023 - Spring	65%	49%	16%	48%	17%
04	2023 - Spring	67%	61%	6%	58%	9%
06	2023 - Spring	42%	46%	-4%	47%	-5%
03	2023 - Spring	51%	56%	-5%	50%	1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	42%	55%	-13%	54%	-12%
07	2023 - Spring	46%	66%	-20%	48%	-2%
03	2023 - Spring	54%	64%	-10%	59%	-5%
04	2023 - Spring	67%	62%	5%	61%	6%
08	2023 - Spring	64%	43%	21%	55%	9%
05	2023 - Spring	54%	54%	0%	55%	-1%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	56%	45%	11%	44%	12%
05	2023 - Spring	49%	51%	-2%	51%	-2%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	55%	52%	3%	50%	5%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	55%	52%	3%	48%	7%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	65%	67%	-2%	63%	2%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	54%	70%	-16%	66%	-12%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	72%	61%	11%	63%	9%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

Our SWD subgroup showed the lowest performance based on the Progress Monitoring 3 assessment data. The data included a decrease in achievement performance in Civic, Science, ELA, and Math (20%, 25%, 23%, and 24% respectively).

The contributing factors may include but not be limited to access to resources, school staffing, and teacher implementation of curriculum. At the MS/ HS, we also experienced staff turnover in Reading and ESE support for these students, and a lack of a School Counselor to assist with support.

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

Within 7th grade, BNS experienced an increase in students being identified as a SWD from 10% in SY21-22 to 25% in SY22-23. 7th Grade Civics scores declined from 85% to 54% of students scoring in Level 3-5 from SY21-22. These factors collectively impacted the overall performance on the Civics assessment.

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.

7th-grade Civics scores declined from 85% for levels 3-5 achievement performance the previous year to a 54% achievement in levels 3-5 this year. The contributing factors to the decline of student scores in civics include but are not limited to 50% of 7th grades students scoring below proficiency in the PM3 ELA FAST assessment, attendance rates below 90%, and staff turnover.

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

ELA Learning Gains increased from 50% to 56% showing an increase in ELA PM test scores. Benchmark Advance curriculum was implemented in grades K-5; as well, students were provided MTSS intervention during small group instruction. ELA instruction was individualized and data was tracked based on individual differentiated student needs.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance and Discipline are potential areas of concern for our students.

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

The following are areas of improvement for BNS: 7th and 8th-grade SWD performance across all assessed content areas; attendance (teacher and student); current 8th-grade discipline data; and teacher recruitment and retention.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Babcock Neighborhood School SWDs are performing below expected achievement levels (23%). The goal for SY23-24 will be to ensure that SWD achieve an 18% increase in scores resulting at or above expected proficiency rates.

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

Current data, 7th-grade SWD students will achieve a minimum of 41% achievement in the ELA, Math, and Civics assessed areas by PM3.

Current 8th-grade SWD students will achieve a minimum of 41% achievement in the ELA, Math, and Science assessed areas.

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

The DCI will create opportunities for data review/discussions, create spreadsheets to display and disaggregate data following each PM assessment, and coordinate with each principal to review data as well as plan for changes in curriculum design. BNS will monitor 7th and 8th-grade performance levels in ELA, Math, Science, and Civics. Individual students will be monitored for growth in each area. During weekly PLCs, staff will identify students that will be tracked for growth from Level 1 to Level 2 and Level 2 to Level 3. The use of formative assessments directly aligned to standards will provide data to guide small group instruction lessons and individual support. Student performance data will be logged by teachers into the spreadsheet for review during PLCs. Small group instruction and intervention will be monitored in between each PLC session to ensure the intervention is effective. This data will be monitored monthly by the principal.

Person responsible for monitoring outcome:
Kari Lewter (klewter@babcockneighborhoodschool.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Small group, differentiated instruction through Learning Strategies courses, Achieve 3000, Lexia, Progress Learning (Civics) ALEKS, and practice assessments.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The use of targeted small-group instruction during the Learning Strategies course will allow students to receive intentional support based on their academic gaps. This will be facilitated based on student-identified needs and appropriate interventions. Achieve 3000 and ALEKS are both personalized learning platforms that can be utilized to provide repeated instruction in areas of demonstrated weakness. Both are used in our middle school within the learning strategies course and intervention periods.

The Civics pretests/practice tests will be utilized to determine areas of growth during assigned implementation dates. The DCI will provide differentiated student feedback based on the data from the 3 assessment dates.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Compile a list of all 7th and 8th-grade SWDs, ranking them in order of individual performance by each grade level and content.

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

By When: August 11, 2023

Set and communicate student data meeting dates and times with MS Instructional Team (teachers, admin, ESE Teachers).

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

By When: August 11, 2023

During student data team meetings, individual student data will be reviewed and evaluated for growth. In the case that a student is not achieving expected growth, further interventions will be established and put into a written plan for implementation.

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

By When: On-going, depending on the evaluation of student data monthly.

Individual students will track their growth data weekly. Support will be provided by the ESE teacher during the Learning Strategies class. Time will be allotted for goals and data to be completed by each student. Emphasis will be placed on students taking ownership of their individual growth as well as developing support goals to improve data.

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

By When: August 15, 2023

Monitor the Empower Learning standards for mastery and identification of gaps, to determine further supports necessary for mastery.

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

By When: The first data check in Empower Learning will begin on August 25 (mid-term) of the first quarter. This will be monitored every 4.5 weeks by principals.

Teachers in K-5 will be provided Benchmark Advance PD specifically for small group instruction.

Middle and High School Reading Intervention Teachers will be provided Achieve3000 PD to learn how to effectively utilize the program for both online, individualized instruction, and small group instruction.

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

By When: The Benchmark Advance PD will occur by September 15, 2023. The Achieve3000 PD will occur on August 16, 2023.

Small group instruction will be monitored by school administration through classroom walkthroughs and review of lesson plans.

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

By When: The walkthroughs will occur bi-weekly beginning September 1, 2023. They will be reviewing lesson plans weekly during PLCs.

PLCs will be facilitated by the school administration in collaboration with the teacher leaders at each grade level/department.

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

By When: The weekly PLCs in K-5 started on August 9th. Grades 6-12 will begin on September 1st.

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

During the 22-23 school year, BNS saw a drastic increase in the number of students missing more than 10 days of school (since Covid). The current data shows that last year, 15% of our students missed in excess of 10 instructional days. This has a direct impact on students learning and performance based on individual student data.

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

Babcock Neighborhood School will decrease the number of students to 10% of our students missing 10 or more instructional days.

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

Attendance data for tardies and absences will be monitored weekly to identify the status of students exhibiting excessive tardies and absences. In addition, the students identified from last year will be on a continuing plan for documentation to ensure immediate support. Students identified weekly by the school counselors will be added as needed for intervention. The school counselors in coordination with the Social Worker will use FOCUS data to track tardies and absences, log students on our support list, engage students in intervention, notify and engage families of concerns (letters), and monitor the effectiveness of interventions.

Person responsible for monitoring outcome:

Chris Fennell (cfennell@babcockneighborhoodschool.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Check and Connect daily with students

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The check and connect will involve identifying a student and personalizing supports to meet the individual student's need. Through daily check and connects, school counselors and social worker will work to determine the barriers and provide intervention/support to strategically remove barriers to improve school attendance. Students miss school for a variety of reasons, it is imperative to determine the barriers and work strategically to remove barriers to ensure success.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

School Counselors will create a spreadsheet identifying all students from last year who missed 10% or more of instructional time. Prioritize the list of students needing the most support first for the beginning of year targeted interventions and parent meetings.

Targeted interventions and parent meetings for students who missed more than 10 days last school year will be identified immediately and put on a monitoring plan. The plan will include attendance goals, resources the student needs, responsible people assigned in the plan, and a review of academic performance for further interventions as needed.

The school counselor in coordination with the Social Worker will coordinate services to engage students and families in goal setting, provide counseling as needed, recognize good and improved attendance, remove any potential barriers, and provide support to student learners as needed throughout the school year.

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

By When: August 11, 2023

School counselors will run weekly attendance data, adding any students to the master list who meet the threshold for early warning signs.

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

By When: August 15, 2023

The school counselor in coordination with the Social Worker will coordinate services for additional students identified throughout the school year.

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

By When: On-going, beginning August 15, 2023

Social Worker will ensure letters are sent out bi-weekly for new students who are identified as having attendance concerns.

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

By When: On-going, beginning August 15, 2023

Monthly monitoring of attendance data by principals with counselors and social worker to monitor the effectiveness of strategies being implemented.

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

By When: On-going, beginning August 15, 2023

Research cost and PD opportunities to have the school counselors trained in Check and Connect.

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

By When: The contact will be made with Check and Connect to determine options by October 1st.

The K-5 Awards Committee will explore options for goal celebrations regarding attendance.

Grades 6-12 administrative team will work with the Social Worker to determine options for recognition at the middle/high school level.

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

By When: End of the first quarter.

Schoolwide Improvement funds are allocated to schools annually as a per-pupil allocation based on Survey 3 FTE data. Supplemental federal funds are allocated to schools as requested by school leadership and based on need. Schools complete the Federal Programs Consultation Survey to request funds needed to support their school improvement areas of focus. The federal programs team reviews each request and approves on an individual basis giving priority to schools designated as CSI, TSI, and ATSI respectively

BNS administration, teacher leaders, and Continuous Improvement Team identified areas of specific need based on performance data and presented the needs to our finance committee for review and inclusion in the budget. The additional positions requested included: Assistant Principal for Elementary (K-5), Math Instructional Coach, continue Reading Intervention (previously added, but based on data needs to continue), Professional Learning Training in Science of Reading (Orton-Gillingham), implementation of Learning Strategies class for SWDs and Instructional Coach/Assessment Support (K-12). These individuals will all contribute to the support of our most struggling students as well as support best instructional practices in the classrooms.

BNS has strategically implemented more programming to support our student growth this year including Pre-AICE ELA for 8th grade, additional Reading and ESE supports for students in grades 6-12, expansion of our STEM program and Design Lab to intentionally engage students in grades 6-12 promoting deeper rigor and relevance for engagement.

Specifically, for grades 9-12, BNS administration added accelerated academic options for students with the addition of four new AICE courses (Global Persp., Psych, Eng Lit, Thinking Skills), one new AP course (Gov't), one science and one math at upper levels (Anatomy and Probability and Statistics).

Continuous feedback and support will be provided to teachers through routine observations, PLC meetings, data discussions, and coaching sessions. Professional Development sessions will be provided throughout the school year to guide and improve instructional practices in all classrooms. Math, technology, and PBL coaching cycles will be implemented for all new teachers as well as for veteran teachers as needed. Reading intervention will be provided to any student struggling to decode or comprehend reading passages at all levels. With all these new positions and supports in place, BNS will strive to increase assessment scores, improve culture and climate, as well as build World Changers!