

Charlotte County Public Schools

Babcock Neighborhood School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	9
Planning for Improvement	14
Positive Culture & Environment	0
Budget to Support Goals	0

Babcock Neighborhood School

43301 CYPRESS PKWY, Babcock Ranch, FL 33982

www.babcockneighborhoodschool.org

Demographics

Principal: Shannon Treece

Start Date for this Principal: 5/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-11
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	3%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Hispanic Students Multiracial Students White Students
School Grades History	2021-22: B (55%) 2020-21: (60%) 2018-19: C (52%) 2017-18: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Kati Pearson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* 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.

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

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	
Treece, Shannon	Other	<p>The Executive Director 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.</p>	
Sanford, Amanda	Principal	<p>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, and 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.</p>	
Fennell, Chris	Principal	<p>The principal is to use his 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, and 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.</p>	
Lewter, Kari	Other	<p>Director of Curriculum & Instruction</p>	<p>The Director of Curriculum and Instruction uses her skills and curriculum knowledge to help teachers develop a school curriculum and guide data discussions to enhance instructional practices. She is also involved in 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.</p>

Demographic Information

Principal start date

Monday 5/1/2017, Shannon Treece

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.*

0

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.*

2

Total number of teacher positions allocated to the school

59

Total number of students enrolled at the school

792

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

6

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

17

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	84	70	73	70	81	65	86	73	61	56	45	33	0	797
Attendance below 90 percent	0	12	6	8	6	5	13	8	8	7	4	6	0	83
One or more suspensions	0	0	0	0	0	0	2	1	4	8	2	2	0	19
Course failure in ELA	0	0	0	0	0	0	0	20	5	1	0	0	0	26
Course failure in Math	0	0	0	0	0	0	0	4	0	4	8	1	0	17
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	6	3	9	11	16	6	7	6	3	0	67
Level 1 on 2022 statewide FSA Math assessment	0	0	0	6	11	8	15	25	3	4	11	2	0	85
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	18	10	0	0	0	0	28

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	0	5	10	7	6	6	3	0	37

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	1	0	0	0	1	0	0	2	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Tuesday 8/16/2022

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	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	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	0

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	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	

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	56%	57%	57%	60%			59%	65%	61%
ELA Learning Gains	53%	54%	55%	50%			47%	49%	59%
ELA Lowest 25th Percentile	40%	40%	46%	38%			46%	46%	54%
Math Achievement	58%	55%	55%	55%			55%	60%	62%
Math Learning Gains	65%	63%	60%	63%			44%	43%	59%
Math Lowest 25th Percentile	66%	64%	56%	59%			35%	35%	52%
Science Achievement	43%	46%	51%	56%			49%	60%	56%
Social Studies Achievement	83%	82%	72%	80%			79%	75%	78%

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	70%	69%	1%	58%	12%
Cohort Comparison		0%				
04	2022					
	2019	62%	57%	5%	58%	4%
Cohort Comparison		-70%				
05	2022					
	2019	60%	56%	4%	56%	4%
Cohort Comparison		-62%				
06	2022					
	2019	57%	49%	8%	54%	3%
Cohort Comparison		-60%				
07	2022					
	2019	42%	46%	-4%	52%	-10%
Cohort Comparison		-57%				
08	2022					
	2019					
Cohort Comparison		-42%				

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	41%	70%	-29%	62%	-21%
Cohort Comparison		0%				
04	2022					
	2019	52%	60%	-8%	64%	-12%
Cohort Comparison		-41%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	51%	56%	-5%	60%	-9%
Cohort Comparison		-52%				
06	2022					
	2019	57%	51%	6%	55%	2%
Cohort Comparison		-51%				
07	2022					
	2019	67%	62%	5%	54%	13%
Cohort Comparison		-57%				
08	2022					
	2019					
Cohort Comparison		-67%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	45%	52%	-7%	53%	-8%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-45%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	79%	78%	1%	71%	8%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	27	29	27	17	41	53	8				
HSP	48	54		45	48		25				
MUL	64			29							
WHT	56	53	41	60	66	66	45	90	30		
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			

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)	TS&I
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
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	491
Total Components for the Federal Index	9
Percent Tested	100%
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%	2
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
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	44
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	47
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students 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
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	56
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	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
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?

Overall we continue to hold steady in most areas; however, focused attention must be on our students with disabilities. They are a major priority area of focus for BNS. In ELA, there are 54.1% of our SWDs perform at Level 1, and in Math, there are 60% of our SWDs perform at Level 1.

BNS K-8 ELA continues to outperform state proficiency in all grade levels with the exception of 6th grade.

4th grade, while decreasing 3% from 66% proficiency to 63%, remained above the state average of 57%. BNS (previously BHS) grades 9-10 increased proficiency from 50%-58% and in 10th is 51% to 52%, both well above state proficiency levels.

BNS K-8 Math continued to make improvements. 3rd-grade data, while remaining under the state proficiency percentage by 7%, they increased their data by 14 points from 37% to 51%. 4th grade made substantial gains increasing their score by 29 points in proficiency and exceeding the state percentage of 61% by 11 points. 5th grade increased their proficiency by 2 points but still fall short by 8 points of the state percent. 6th grade lost 22 points from 65% to 43% and fell below the state average by 6%. The 7th-grade scores came in extremely strong increasing from 37% proficiency to 70% proficiency and

exceeding the state data by 29 points.

BNS (previously BHS) grades 9-10, earned 100% proficiency in Algebra 1. Geometry decreased 18 points from 91% to 73% but remains 23 points above state proficiency.

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

Students with disabilities in both ELA and math are in the greatest need of improvement. In addition to our SWD students, our science achievement, specifically in 5th grade, also needs improvement and we will continue to address our L25 progress in ELA and math through the implementation of the new core curriculum.

Our SWDs are performing far below the general population, ELA achievement has a 29% gap between gen ed pop and SWD performance, and Math Achievement has a 43-point gap. Science Achievement decreased by 13 points from 56% to 43%, specifically in 5th-grade science.

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

Contributing factors to the SWDs need are the number of students enrolling with IEPs throughout the school year and the amount of time to achieve expected growth factors prior to assessment. A baseline assessment will be given to students upon enrollment to determine the area/s of greatest need and provide interventions and support in a timely manner.

Our new ELA curriculum, (Benchmark) provides teachers with resources to adequately respond to individual student needs, personalizing their learning on a daily basis. This curriculum includes common assessments that our teachers will be required to use to monitor student performance on a monthly basis. Weekly assessments will help determine the intervention resources needed to support learning gains. These interventions include phonemic awareness, phonics, word study, comprehension, and fluency. This is a more structured program than we have utilized in the past. We believe this change is necessary to achieve our academic goals for the future.

The adopted math curriculum (Savvas) will provide the consistency and resources including Redbird that will allow for differentiation as needed while having the ability to monitor data for each student regularly to ensure progress.

Overall there are adequate resources and teacher training to support the differentiation of content in the classroom.

It should be stated that due to the continued concerns and growing need with our SWDs, we added an additional ESE staff in K-5 to help in providing services.

In Science, the implementation of 5th-grade science standards in all classrooms consistently with common assessments will be expected.

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

- Math L25s with a 4% increase from 59%-63%
- 3rd Grade Reading increased from 47% proficiency to 70% proficiency
- 3rd Grade Math increased from 37% proficiency to 51% proficiency

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

Math, continued focus targeting specific gaps based on SBG and ALEKS tracking
Weekly data reviews with 3rd grade and collaboration in determining resources to address gaps

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

- Strategic use of PBL activities that align with standards
- Grouping of students for targeted small group instruction
- Data is used to inform which students are close to moving into the next performance level at PLCs
- Consistent use of intervention platforms to personalize learning: Lexia, Redbird, Achieve3000, ALEKS, and IXL

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.

PLCs to support the consistent review of student data.
Professional development on the new curriculum and building proficiency scales.
PBL Training and Coaching
Standards-Based Grading (Assessment)/Mastery Learning for various performance levels

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

The new curriculum for math and ELA have been adopted at all grade levels to provide consistency in the delivery of standards-based instruction and adequate resources for teachers to utilize in providing personalized/differentiated instructional support to students. Ensuring quality instruction and assessments are critical to our success and with our growth it was imperative to build efficiencies for instruction and have the appropriate resource to respond to student performance data in a timely and personalized approach. The use of both curriculums we have purchased for ELA and Math will provide stability over the next four years (ELA) and five years for math, until the next curriculum adoption window.

There has also been an instructional support position for learning strategies added for K-12 to support all teachers in quality instructional practices for all core areas. This gives our system support in ensuring quality instructional practices at all levels. It is also our intent to hire a testing coordinator to remove the load from our Director of Curriculum and Instruction to allow our systems and processes to be clear, consistent, and monitored on a regular basis in coordination with the school administration. The ultimate goal is to provide an organizational structure that is responsive to student needs and teacher support.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities 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 critical need from the data reviewed.

The review of our SWDs data continues to be a concern in both ELA and math.

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

Decrease the percentage of Level 1's for SWDs in both ELA and math by 25% to achieve a 41% in ELA and 45% in math. This equates to moving 13 students from Level 1 to Level 2 in ELA and 15 students in math.

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

The Director of Curriculum and Instruction will create spreadsheets in coordination with the principal at each building that will list all SWDs by grade level and performance level. While all SWDs will be monitored for growth, the staff will identify the 13 students in ELA and 15 in math that will be tracked with a specific focus on shifting them from Level 1 to Level 2. Their student performance data will be logged by teachers into the spreadsheet for review at each PLC session. New students who enroll outside the PM windows will utilize a screener through NWEA MAP Assessments to provide diagnostic data for the teacher to determine instructional needs.

Person responsible for monitoring outcome:

Kari Lewter (klewter@babcockneighborhoodschool.org)

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

BNS educators will rely on standards-based instruction, close monitoring of student performance through program-supported formative assessments, consistent use of personalized learning and differentiated platforms: Redbird, Lexia Core5, Achieve 3000, ALEKS, IXL, and teacher-directed feedback to pupils, and small group, differentiated instruction utilizing leveled readers provided in the curriculum. A continued focus on personalization of learning through differentiation as evidenced in the learning platforms.

Tier 3 students across all grade levels receive interventions using the Barton Reading and Spelling system.

Rationale for Evidence-based Strategy:
Explain the

In order to achieve our goal of increasing the student performance of our SWDs, it will require focused attention on the use of student data to drive classroom instruction. The use of targeted small group instruction will allow students to receive intentional support based on their academic gaps. This will be facilitated based on student-identified needs and appropriate interventions. Barton Reading and Spelling is a 1:1 strategy for our

rationale for selecting this specific strategy.

L25s and SWDs. Lexia Core5 is used with all students to personalize learning. Achieve 3000 is used in our middle/high school to differentiate reading instruction for our intensive reading students.

Describe the resources/ criteria used for selecting this strategy.

Ultimately, the goal is to develop our teacher's ability to disaggregate data and respond efficiently to student needs, so they can provide appropriate interventions in their classrooms.

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 SWDs, ranking them in order of individual performance by each grade level and content.

Person Responsible Kari Lewter (klewter@babcockneighborhoodschool.org)

During PLC, teachers will identify the 13 ELA students and 15 math students identified to move from Level 1 to Level 2.

Person Responsible Kari Lewter (klewter@babcockneighborhoodschool.org)

During PLCs, teachers will determine instructional interventions and set up a tracking system (spreadsheet) for each identified student for L25s and SWDs.

Person Responsible Chris Fennell (cfennell@babcockneighborhoodschool.org)

At each PLC, the intervention and growth will be monitored for necessary adjustments to ensure student growth is evident.

Person Responsible Kari Lewter (klewter@babcockneighborhoodschool.org)

#2. 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 critical need from the data reviewed.

The review of our SWDs data is a concern in both ELA, math, and science.

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

100% of SWDs will make academic gains in either ELA, math, or science.

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

The Director of Curriculum and Instruction will create spreadsheets in coordination with the principal at each building that will list all SWDs by grade level and performance level for ELA, math, and science. All SWDs will be monitored for growth in each area, the staff will identify the students to be tracked with a specific focus on shifting them from a Level 1 to a Level 2 and Level 2 to a Level 3. The use of formative assessment that is directly aligned to standards, will provide data to help guide instruction lessons and support. Student performance data will be logged by teachers into the spreadsheet for review at each PLC session. Interventions will be monitored in between each PLC session to ensure growth.

The utilization of our Learning Management System (Empower Learning) to monitor standards mastery will identify gaps and allow for determining further supports necessary to master standards.

Person responsible for monitoring outcome:

Kari Lewter (klewter@babcockneighborhoodschool.org)

Evidence-based Strategy:
 Describe the evidence-based strategy

Reading Recovery (Barton)
 Lexia Core5 (ES)
 Leveled Literacy Interventions (built into the curriculum)
 Achieve 3000 (HS)
 Small group, differentiated instruction

being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

The use of targeted small group instruction will allow students to receive intentional support based on their academic gaps. This will be facilitated based on student-identified needs and appropriate interventions. Reading Recovery is a 1:1 strategy for our L25s and SWDs. Lexia Core5 is used with all students to personalize learning. Achieve 3000 is used in our middle/high school with the L25s.

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 SWDs, ranking them in order of individual performance by each grade level and content.

Person Responsible Kari Lewter (klewter@babcockneighborhoodschool.org)

In PLCs, teachers will determine instructional interventions for identified students and monitor progression in the intervention platforms.

Person Responsible Kari Lewter (klewter@babcockneighborhoodschool.org)

#3. Instructional Practice specifically relating to Science

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

Science Achievement experienced the highest decrease in performance from the previous year from 58% to 45%, this is a direct result of the 5th-grade performance with an overall proficiency score of 24%, with 43% of the students earning only a Level 1 (1/3 of the 5th-grade students).

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

5th-grade students will achieve a minimum proficiency score of 52%.

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

Common assessment data for each instructional unit will be monitored in each PLC session with a focus on vocabulary and content. Assessments should be developed prior to PLC for review. Empower Learning platform will be utilized to monitor standards taught and mastery every nine-week period.

Person responsible for monitoring outcome:

Kari Lewter (klewter@babcockneighborhoodschool.org)

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

Teachers in 5th grade will use science inquiry vocabulary in direct, clear, repetitive, instruction presenting meaning and contextual examples with multiple exposures.

Standards-based instruction will be utilized in tandem with the use of critical concepts and proficiency scales provided by Charlotte County Schools for guiding quality instruction. The 5th-grade team will collaborate on designing lessons that integrate purposeful labs that include clear alignment to standards, assessment questions aligned to standards, common assessments, and the use of vocabulary. Small group instruction should be utilized as needed based on common assessment data for remediation and intervention.

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

Instructional practice specifically relating to Science vocabulary, according to visible learning for literacy, has a high effect size strategy of 67.

By aligning standards and proficiency scales the expectation for learning and student performance are clear. The daily instruction will be driven by data collected from the common assessments. This will result in higher student performance consistently over time.

used for selecting this strategy.**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.

Determine baseline data for all 5th-grade students in science using the NWEA MAP science assessment.

Person Responsible Kari Lewter (klewter@babcockneighborhoodschool.org)

Compile baseline data and design instructional lessons based on student academic needs and standard data in Empower Learning platform.

Person Responsible Kari Lewter (klewter@babcockneighborhoodschool.org)

Develop common unit assessments based on standards to collect and monitor student data regularly and inform instructional lessons.

Person Responsible Kari Lewter (klewter@babcockneighborhoodschool.org)

Teachers will track and review data at each PLC to ensure science standards are being taught and assessed effectively bi-weekly via a spreadsheet.

Person Responsible Kari Lewter (klewter@babcockneighborhoodschool.org)

Develop proficiency scales that align properly with the new B.E.S.T standards to ensure consistency of implementation for standards across classrooms and grade levels. These proficiencies will be designed in the Empower Learning platform. Professional development will be provided by the Center for Competency-Based Education (Marzano) for the development of proficiencies. Coordinate PD dates with the Center for Competency-Based Education and school principals.

Person Responsible Kari Lewter (klewter@babcockneighborhoodschool.org)

Conduct semester progress checks on the development of proficiency scales being loaded into the Empower Learning platform for science courses.

Person Responsible Kari Lewter (klewter@babcockneighborhoodschool.org)

In coordination with staff and principals, determine necessary PD time needed for the summer and following school year to continue developing proficiency scales. Provide information to Executive Director for budgetary purposes.

Person Responsible Kari Lewter (klewter@babcockneighborhoodschool.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step

Person Responsible for Monitoring

N/A

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.

Babcock Neighborhood School is committed to ensuring we have a positive culture and environment for all our stakeholders, especially our student learners. The ongoing work to ensure we achieve a positive school culture and environment includes a partnership with the Flippen Group for a character-based curriculum, Capturing Kids' Hearts that is deeply rooted in building positive relationships with students. In order for students to learn at their maximum capacity, they must know we care and are committed to their well-being. The administration received ongoing and consistent feedback from all staff last year that students' needs not only academically, but socially and behaviorally were impacting our overall culture. There was an increase in discipline from previous years, but a concern that not everyone was being consistent in addressing student issues was the bigger issue.

The partnership with the Flippen Group was established in response to feedback from staff, parents, and students regarding how much the pandemic had impacted the social and emotional needs of students. Our administration chose Capturing Kids' Hearts due to its overall support for a culture shift that is sustainable and can be utilized in all areas from classrooms to athletic programs to home environments.

Another component to achieving a positive culture has been hiring school counselors. The support they provide to staff and students while developing effective programs of support for our school is critical to achieving a positive learning environment. One of those developing programs, although in its infancy here at Babcock Neighborhood school is the Roots of Compassion and Kindness (ROCK) Project in collaboration with Florida Gulf Coast University. This is a program we will continue to expand across all grade levels. A second program we are pursuing is the Leadworthy course designed by the Flippen Group to be an immersive experience that builds responsibility and leadership skills through a series of intentional activities intended to grow the student over time. These are both components that will be included in the student portfolio. Furthering the work of ensuring a positive school culture is the building-level PLCs. These sessions are utilized weekly to review academic, behavior, and survey data as needed to ensure we are attending to our school goals regarding CKH (Capturing Kids' Hearts) expectations related to culture and environment, and academic goals regarding the new curriculum. FOCUS and informal teacher feedback can be utilized to adjust to support needs as necessary.

Our Parent Volunteer Group is also critical to supporting our various initiatives that are designed to support and promote school culture from curriculum nights to event planning. The parent volunteers do everything from making copies to supporting classroom instruction, to planning and facilitating school dances, and fundraising. They are the backbone of our work in the classroom and after the school day.

A unique approach that we have taken this school year at our K-5 building is that the students and staff are taking on the responsibility of cleaning the facilities. Our team had discussed this possibility on a few occasions, but there seemed to be far too many hurdles to overcome. However, this year, with the new facility opening and the ability to shift services there without penalty and design a structure around the new

Capturing Kids' Heart processes, it seemed to be a perfect opportunity to explore the feasibility. That shared, we utilized the funding previously provided to pay the vendor to instead pay our teachers and paraprofessionals a stipend for maintaining their spaces and purchasing all the necessary supplies and equipment. The goal was to create a sense of community and pride for the school that we previously had not experienced. While it is early in the school year and there is no formal data currently available to validate if it is successful, this time next year we will have some information to determine the value of making this shift or reverting back to paying for services.

Positive school culture and environment are achieved by the collective effort of everyone to ensure the vision and mission of the work at hand are held in high regard during all decision-making processes.

We believe the daily interactions with a variety of stakeholders and the involvement of the community has a direct correlation with the success of the school. Our goal is to engage in all the above intentionally and make sure we are supporting every stakeholder group who supports our work to achieve a positive learning environment for everyone.

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

The Executive Director and the administrative team are responsible for setting the tone for the school and ensuring there is a positive culture and climate. The SIP/strategic planning process allows for clarity around priorities, goal setting, and ultimately developing a road map for achieving excellence in the upcoming school year.

The administration is responsible for communicating to stakeholders what is happening regularly in the school and ensuring all stakeholders feel connected through relevant experiences that include open house experiences, exhibition nights, parent volunteer opportunities, parent training sessions (standards-based assessment training), student-led conferences, and parent volunteer group meetings.

The Parent Representative Group serves as a critical conduit between schools and families for meaningful engagement and support of a wide range of family needs. This group meets monthly and their agenda is designed around specific needs identified by the school. The Parent Volunteer Group is instrumental in building our positive school culture. Their work is directly aligned with our mission and they support our academic efforts by organizing and facilitating monthly Book Bash activities, providing staffing for the school library, and supporting Project-Based Learning experiences from being community partners to facilitating events such as Math Night at Publix and organizing our school dances. Another component of our PVG is the Community Volunteer Coordinator. This role specifically coordinates volunteers from the community who may not have a student connection to the school, but a desire to serve in a variety of capacities from reading to students, making copies for teachers, or helping in the cafeteria. The parent and community volunteers are both critical to our success in building a positive learning experience during the school day and beyond.

There are many different departments and partnerships that have emerged between BNS and Florida Gulf Coast University. Recently, FGCU appointed a liaison to work on developing relationships with our staff and ensure we are utilizing every opportunity to partner with various departments and enhance the work for our students from Project-Based learning experiences to dual enrollment.

One of our major projects with FGCU involves the ROCK (Roots of Compassion and Kindness) Project, designed to foster positive academic and behavioral outcomes through the use of strategies that develop empathy and engagement among students. This is achieved through a variety of interactive activities integrated into specifically identified classrooms. Currently, we are focusing on 6th and 2nd grade, but the goal of BNS is to expand this program throughout all grade levels. This component will also be integrated into our student portfolio development.

The Governing Board and land developers are extremely intentional in their support of achieving our

mission as well. While their role is more focused on providing budget oversight and policy, it allows for the necessary work to occur at the building level. The academic and budget committee are both aligned closely to support the work regarding curriculum and achievement in their respective capacity.

In conclusion, we believe that positive school culture and environment are achieved by the collective effort of everyone to ensure the vision and mission of the work at hand are held in high regard during all decision-making processes. We believe the daily interactions with a variety of stakeholders and the involvement of the community has a direct correlation with the success of the school. It is our goal to continue to develop these relationships for the benefit of our student learners. It is expected that staff will implement all components of Capturing Kids' Hearts with 80% consistency based on student and staff survey data. Following the program with fidelity is imperative to a positive culture. These include: greeting students at the door and having direct and consistent communication with students in situations where students are off task are both evidence-based strategies for improving student engagement and impacting culture, utilizing 4 Questions when students are not in compliance the four questions are presented one at a time in a firm (not angry) voice, with time to comply and praise for compliance, hand signals, the effective and consistent use of visual signals to ensure consistency across all grade levels and affirmations. Student and staff surveys will be used to assess the progress in the implementation of the program and identify areas for reinforcement.

Our next steps include a timeline for implementation of CKH including Process Champions, Campus TrAction, CKH 2, clear expectations for all staff, identifying key staff members who can ensure staff is committing to daily implementation, build an ongoing CKH staff development plan to continue benefits of CKH work started this year.