

Charlotte County Public Schools

Babcock Neighborhood School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	14
IV. ATSI, TSI and CSI Resource Review	21
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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.

[illegible]

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.

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	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	

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.

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	56			60			59		
ELA Learning Gains	53			50			47		
ELA Lowest 25th Percentile	40			38			46		
Math Achievement*	58			55			55		
Math Learning Gains	65			63			44		
Math Lowest 25th Percentile	66			59			35		
Science Achievement*	43			56			49		
Social Studies Achievement*	83			80			79		
Middle School Acceleration	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)	ATSI





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:

Tier of Evidence-based Intervention

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 focus will be mo4cETBT54.7500 317.0286 Td/F2 11.0000 Tf(State4365 Td(p Td(Cr00 ref51.00

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

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 to attendance, 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

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

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!