

*Dale R. Fair*

Babson Park Elementary School



**RENEWAL  
ACCOUNTABILITY PLAN**

**2008 - 2012**

## **Mission Statement**

**“Making a difference today for a better world tomorrow”**

Dale R. Fair Babson Park Elementary School’s goal is to ensure that each student achieves his or her academic potential and becomes secure as an independent learner and critical thinker within a diverse community.

Babson Park’s innovative and rigorous standards-based curriculum is designed to develop each student’s potential, emphasizing reading and character development. The school’s Early Childhood Readiness and Support Program will prepare preschool children for entrance into kindergarten and educates parents to be their child’s first teacher. In addition, the school’s Kindergarten Support Program engages each individual student in the learning process. The Support Program meets the needs of children challenged by the kindergarten program. Students not prepared for first grade will remain in a two-year kindergarten program in order to provide them with enough time to master the skills required for first grade academics.

Babson Park’s goal is for students to become lifelong readers and critical thinkers. There is a school-wide belief that reading is the cornerstone of the educational process and that students need to be able to read above their current grade level in order to be successful. Therefore a school-wide reading program was implemented to assure that the fundamental skills are mastered, providing building blocks for academic and technical advancement throughout a student’s educational experience.

Babson Park Elementary implemented the researched-based Culyer Reading Strategies school-wide to ensure a sequential developmental reading curriculum, enabling all students to attain the Sunshine State Standards through mastery-based instruction. In addition, the school offers enhanced math, writing, and hands-on science instruction.

The school is currently in the implementation phase of the research-based Culyer Math Strategies. The goal of this project is to provide a seamless and sequential math curriculum across the grade levels. This program will ensure that students have the opportunity to master the skills and concepts required by the Sunshine State Standards.

The Character Education Program is integrated throughout the curriculum and is critical in the development of successful, productive, and well-adapted citizens for life. Babson Park also offers a curriculum that introduces students to career path choices that reflect the future employment opportunities available in the local community.

To enhance communication between parents and teachers, Babson Park provides frequent parent-teacher conferences, weekly communication reports, and parent training so that parents can be an integral part of their child’s education. The staff has also increased exposure to and use of community activities, business partners, and the areas natural resources.

Babson Park has created a safe environment where teachers, parents, and members of the community can guide our children to become independent learners who develop the life skills of friendship, curiosity, problem solving, organization, sense of humor, caring, cooperation, responsibility, initiative, perseverance, patience, respect, integrity, effort, pride, flexibility, and courage. From their education at Dale R. Fair Babson Park Elementary, students will be prepared to be lifelong learners and productive citizens.

# **DEMOGRAPHIC DATA**

2004-2005 through 2006-2007

NCLB-SPAR Report

<b>School Year</b>	<b>2006-2007</b>		<b>2005-2006</b>		<b>2004-2005</b>	
<b># of Students</b>	470		449		445	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>White</b>	326	69.4	319	71.0	320	71.9
<b>Black</b>	91	19.4	80	17.8	81	18.2
<b>Hispanic</b>	38	8.1	35	7.8	32	7.2
<b>Asian</b>	2	0.4	2	0.4	2	0.4
<b>Indian</b>	3	0.6	1	0.7	1	0.7
<b>Mixed</b>	10	2.1	5	2.2	3	1.6
<b>Total Minority</b>	144	30.6	130	30.0	125	28.1
<b>ESE</b>	59	12.6	59	13.1	63	14.2
<b>Title I</b>	240	51.1	250	55.7	228	51.2
<b>LEP</b>	2	0.4	4	0.9	3	0.7

## Academic Program Goals

Note: Included in the following Academic Program Goals are graphs containing the schools historical data for each area of the FCAT. The data includes all data from the first year it was available and up to the 2006 FCAT administration.

As stated in our charter contract the 2005 FCAT and SAT/10 data will be the baseline external data for current and future student achievement comparisons. All FCAT data has been taken from the current and previous state report cards if available.

§ 1002.33(7)(a)3a-c, Fla. Stat. (2005):

3. The current incoming baseline standard of student academic achievement, the outcomes to be achieved, and the method of measurement that will be used. The criteria listed in this subparagraph shall include a detailed description for each of the following:

- a. How the baseline student academic achievement levels and prior rates of academic progress will be established.

*Baseline data is given for each of the FCAT goals listed in this plan. Since Dale R. Fair Babson Park Elementary School is a conversion charter school student data is already available for baseline data.*

- b. How these baseline rates will be compared to rates of academic progress achieved by these same students while attending the charter school.

*The students attending Dale R. Fair Babson Park Elementary School will be compared using FCAT scores obtained in 3<sup>rd</sup> & 4<sup>th</sup> grade with those they receive in 4<sup>th</sup> & 5<sup>th</sup> grade to show learning gains. IRI scores will also be used for individual student comparison beginning at the end of the 1<sup>st</sup> grade year and continuing through 5<sup>th</sup> grade.*

- c. To the extent possible, how these rates of progress will be evaluated and compared with rates of progress of other closely comparable student populations.

*Goals will be formulated in such a manner that the student population attending Dale R. Fair Babson Park Elementary School will be compared to similar student populations from the PCSB school system. The student population at Dale R. Fair Babson Park Elementary School will be expected to do equal to or better than comparable groups from the PCSB school system.*

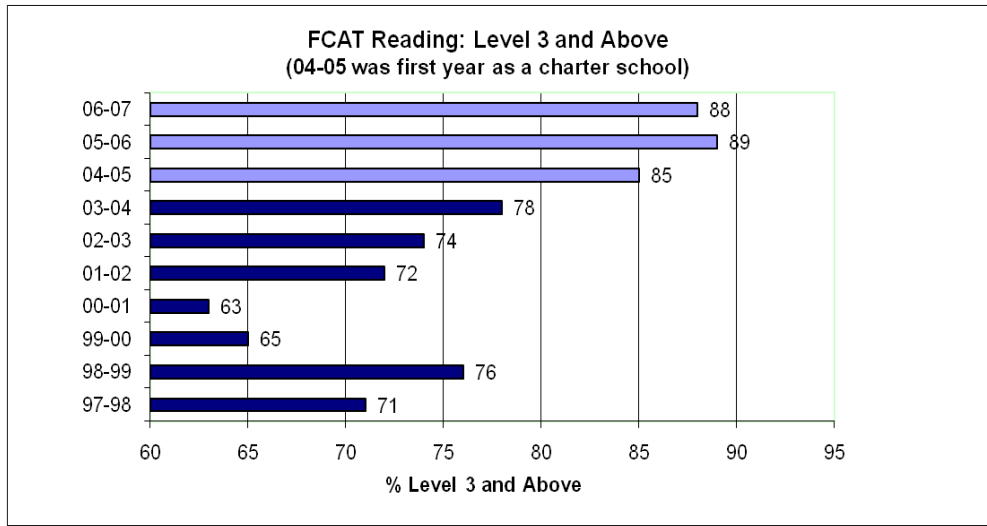
The Polk County school system chose the following three schools as comparable student populations for 2006: Dr. N.E. Roberts Elementary, Garden Grove Elementary, and Highland City Elementary. Comparable student populations will be determined annually

I. Students at Dale R. Fair Babson Park Elementary School will become proficient in and demonstrate continuous improvement of their reading skills.

**Performance Indicator(s):**

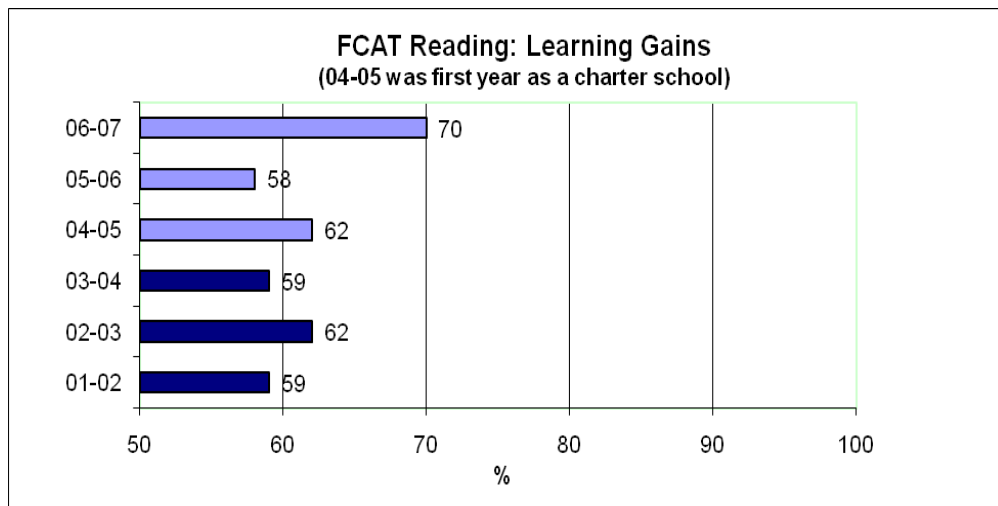
- a. Annually an equal or higher percentage of students in grades 3-5 will score a Level 3 or higher on the FCAT Reading SSS section when compared with comparable student populations within the PCSB school system as documented by the DOE School Grade Accountability Report.

**Historical Data for Ia**



- b. Annually an equal or higher percentage of students in grades 3-5 will make a learning gain on the FCAT Reading SSS section when compared with comparable student populations within the PCSB school system as documented by the DOE School Grade Accountability Report.

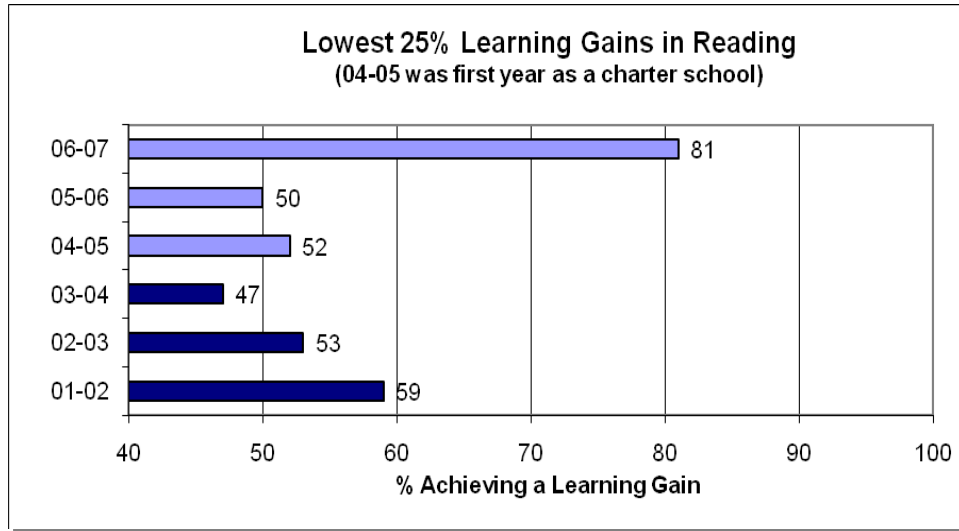
**Historical Data for Ib**



- c. The percentage of our lowest quartile students making a learning gain in reading will stay within 10% of the school-wide learning gains on the FCAT Reading SSS section (if lower than the school-wide gains) as documented by the DOE School Grade Accountability Report.

Example: 06-07 FCAT Reading Learning Gains were 70%; therefore the 06-07 Lowest 25% Learning Gains in Reading could not be below 60%.

**Historical Data for Ic**



- d. Annually second through fifth grade students at Dale R. Fair Babson Park Elementary School will average a 1.0 year gain or more in Oral Reading as measured by the Connections Initial Reading Inventory (IRI) during the term of this 5-year Accountability Plan. (baseline assessment is given during spring of 1<sup>st</sup> grade)

**IRI Results  
Oral Reading  
2005, 2006, 2007**

Group	Spring 2005	Spring 2006	Spring 2007
	Oral Reading Gain	Oral Reading Gain	Oral Reading Gain
Grade 1	2.22	2.68	2.12
Grade 2	2.07	1.75	1.98
Grade 3	2.71	2.00	2.79
Grade 4	2.50	2.68	2.43
Grade 5	1.79	1.83	1.77
Grades 2-5	2.25	2.04	2.25

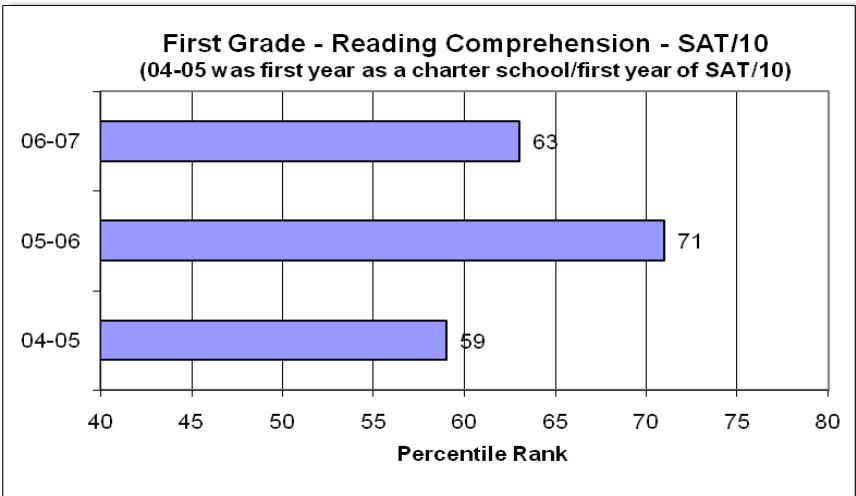
- e. Annually second through fifth grade students at Dale R. Fair Babson Park Elementary School will average a 1.0 year gain or more in Silent Reading as measured by the Connections IRI during the term of this 5-year Accountability Plan. (baseline assessment is given during spring of 1<sup>st</sup> grade)

**IRI Results  
Silent Reading  
2005, 2006, 2007**

<b>Group</b>	<b>Spring 2005</b>	<b>Spring 2006</b>	<b>Spring 2007</b>
	<b>Silent Reading Gain</b>	<b>Silent Reading Gain</b>	<b>Silent Reading Gain</b>
Grade 1	1.23	1.27	1.12
Grade 2	1.25	.95	0.87
Grade 3	2.29	1.74	2.18
Grade 4	2.12	2.01	1.54
Grade 5	2.07	1.39	1.62
Grades 2-5	1.94	1.47	1.56

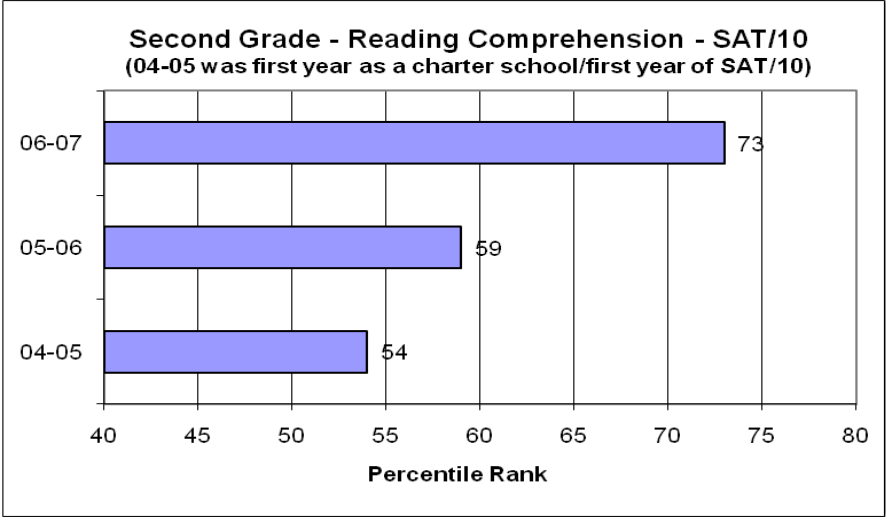
- f. Annually the percentile ranking for 1<sup>st</sup> grade students on the SAT/10 Reading Section will be equal to or higher than the percentile rank of 1<sup>st</sup> grade students when compared with comparable student populations within the PCSB school system as documented by the PCSB SAT/10 Report.

**Historical Data for If**



- g. Annually the percentile ranking for 2<sup>nd</sup> grade students on the SAT/10 Reading Section will be equal to or higher than the percentile rank of 2<sup>nd</sup> grade students when compared with comparable student populations within the PCSB school system as documented by the PCSB SAT/10 Report.

**Historical Data for Ig**

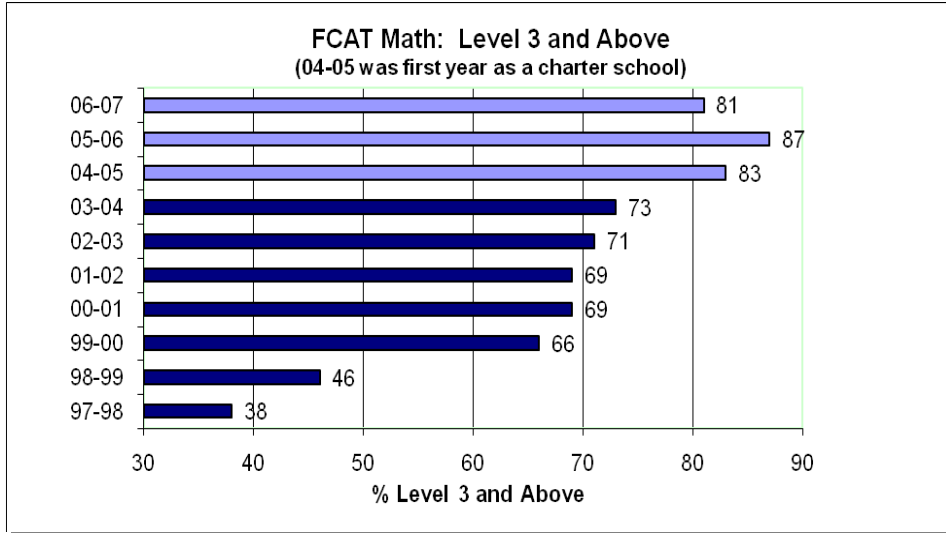


II. Students at Dale R. Fair Babson Park Elementary School will become proficient in and demonstrate continuous improvement of their mathematics skills.

**Performance Indicator(s):**

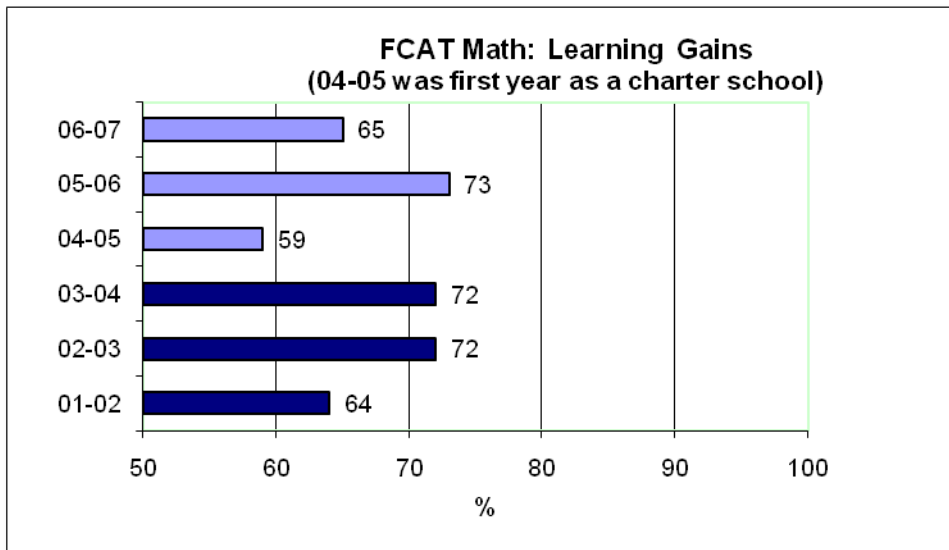
- a. Annually an equal or higher percentage of students in grades 3-5 will score a Level 3 or higher on the FCAT Mathematics SSS section when compared with comparable student populations within the PCSB school system as documented by the DOE School Grade Accountability Report.

**Historical Data for IIa**



- b. Annually an equal or higher percentage of students in grades 3-5 will make a learning gain on the FCAT Mathematics SSS section when compared with comparable student populations within the PCSB school system as documented by the DOE School Grade Accountability Report.

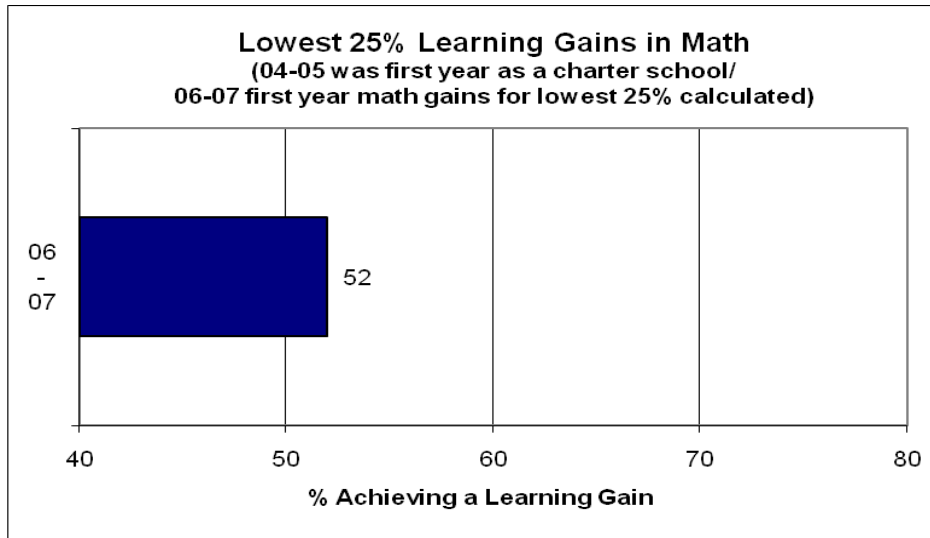
**Historical Data for IIb**



- c. The percentage of our lowest quartile students making a learning gain in math will stay within 10% of the school-wide learning gains on the FCAT Mathematics SSS section (if lower than the school-wide gains) as documented by the DOE School Grade Accountability Report.

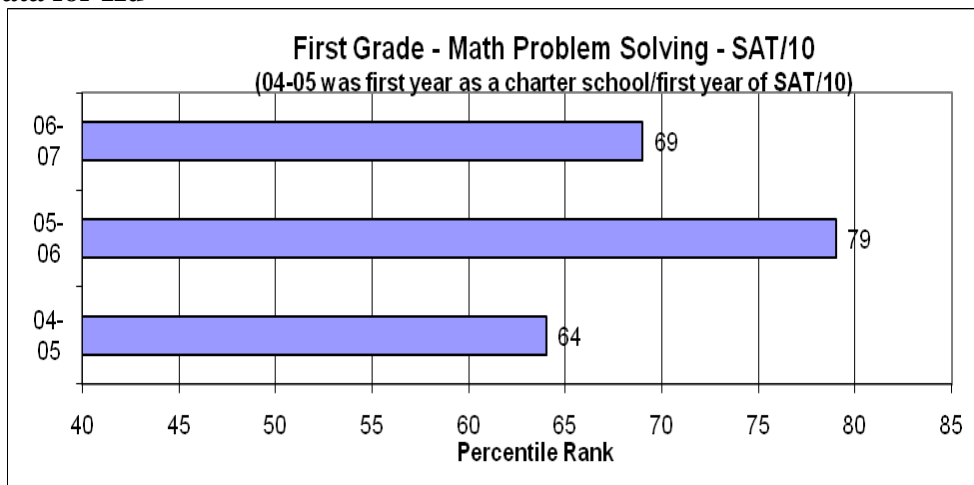
Example: 06-07 FCAT Math Learning Gains were 65%; therefore 06-07 Lowest 25% Learning Gains in Math could not have been below 55%.

**Historical Data for IIc**



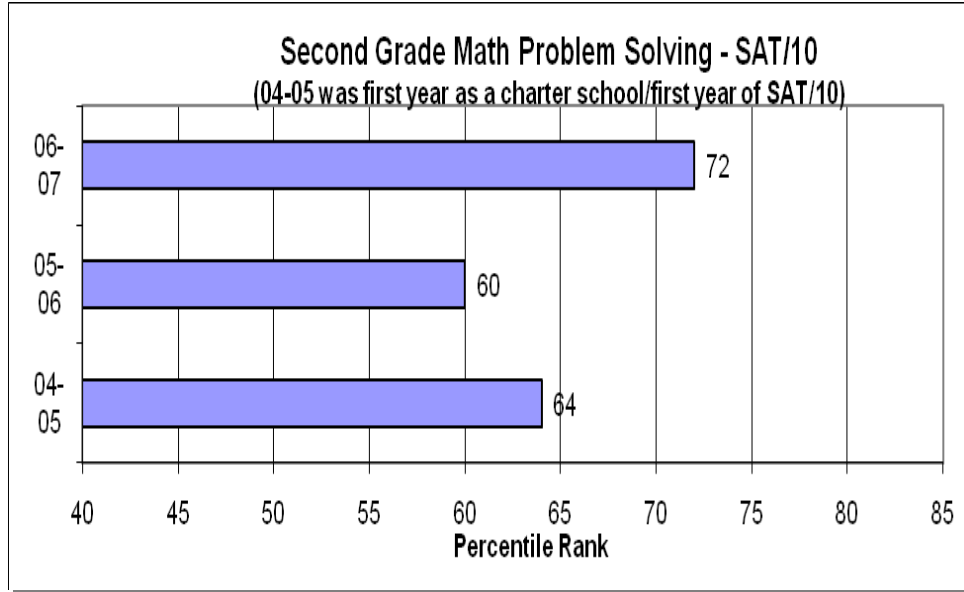
- d. Annual the percentile ranking for 1<sup>st</sup> grade students on the SAT/10 Math Section will be equal to or higher than the percentile rank of 1<sup>st</sup> grade students when compared with comparable student populations within the PCSB school system as documented by the PCSB SAT/10 Report.

**Historical Data for II d**



- e. Annually the percentile ranking for 2<sup>nd</sup> grade students on the SAT/10 Math Section will be equal to or higher than the percentile rank of 2<sup>nd</sup> grade students when compared with comparable student populations within the PCSB school system as documented by the PCSB SAT/10 Report.

**Historical Data for IIe**

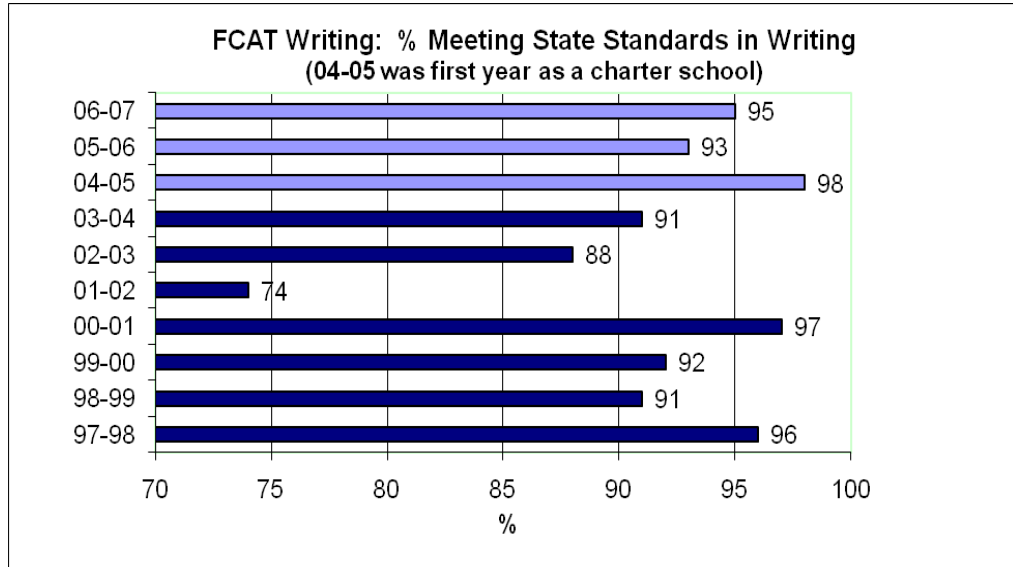


III. Students at Dale R. Fair Babson Park Elementary School will become proficient in narrative writing and expository writing.

**Performance Indicator(s):**

- a. Annually an equal or higher percentage of students in grade 4 will meet the state standards in writing as measured by the FCAT Writing Assessment when compared with comparable student populations within the PCSB school system as documented by the DOE School Grade Accountability Report.

**Historical Data for IIIa**

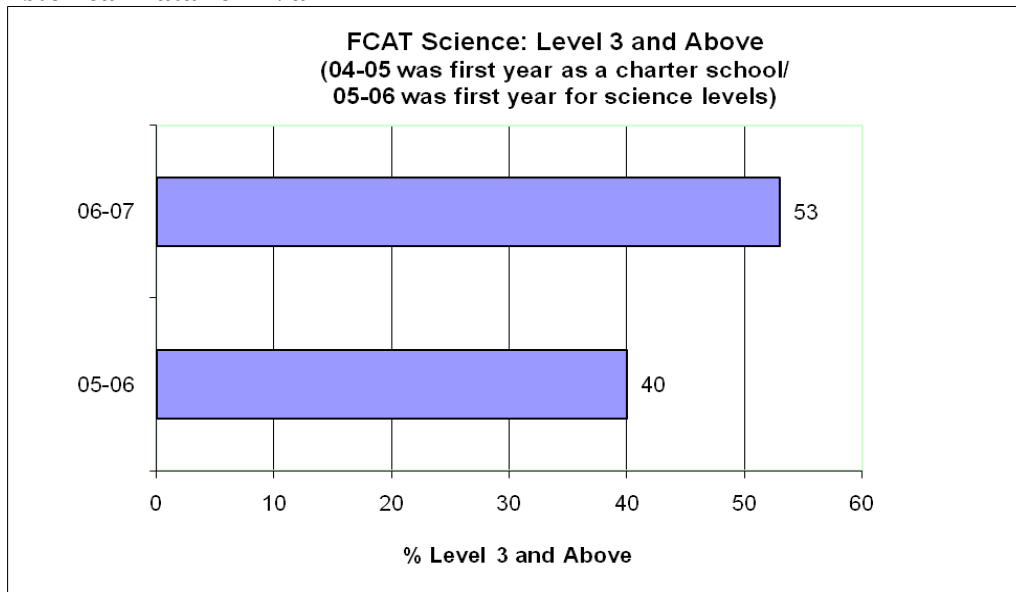


IV. Students at Dale R. Fair Babson Park Elementary School will demonstrate mastery of critical knowledge and skills in the area of science.

**Performance Indicator(s):**

- a. Annually an equal or higher percentage of students in grade 5 will score a Level 3 or higher on the FCAT Science SSS when compared with comparable student populations within the PCSB school system as documented by the DOE School Grade Accountability Report.

**Historical Data for IVa**



**Note: Achievement level scores were released for the first time with the 2006 FCAT Administration.**

## **Organizational Viability Goals**

- V. Parents of Dale R. Fair Babson Park Elementary School students will approve of their child's educational experience at the school.

### **Performance Indicator(s):**

- a. 90% or more of the parents surveyed with the PCSB Annual Parent Survey will strongly agree or agree that they are satisfied with the education of their child at Dale R. Fair Babson Park Elementary School during the term of the contract. The following categories from the survey will be used:
- Safe & Orderly Learning Environment
  - High Expectations
  - Instructional Leadership
  - Clear School Mission
  - Opportunity to Learn – Time on Task
  - Frequent Monitoring of Student Progress
  - Home/School/Community Relationships

- VI. Dale R. Fair Babson Park Elementary School will operate with sound financial principles.

### **Performance Indicator(s):**

- a. The results of an annual independent audit will show that the Lake Wales Charter School System is operating with at least a 2.5% unrestricted/unreserved fund balance of unrestricted/unreserved annual revenue during the term of the contract based upon the state ruling allowing the Lake Wales system to redistribute school funds to other schools.

VII. Dale R. Fair Babson Park Elementary School will operate with an active and supportive Board of Trustees and School Advisory Committee.

**Performance Indicator(s):**

- a. Annually the Board of Trustees will hold a minimum of 4 meetings per year with a quorum present. A quorum is defined as 4 of the 7 board members present. Minutes from those meetings will be kept on file at the school. The Board of Trustees will review the viability of the school, including but not limited to:
  - i. Financials
  - ii. Annual Accountability Report
  - iii. 2008-2013 Accountability Plan Progress
  - iv. FCAT and AYP test data
- b. Annually the School Advisory Committee (SAC) will hold 8 meetings per year with an average attendance of 80%. Minutes from those meetings will be kept on file at the school. The SAC will review, and vote on when appropriate, the Annual Accountability Plan Progress, FCAT and AYP test data, School Recognition Funds distribution, and the 5 Star School Application & notebook. The SAC will not be limited to these activities.