# Mary M Bethune Elementary School



## 2016-17 Schoolwide Improvement Plan

# Mary M Bethune Elementary School

2400 MEADE ST, Hollywood, FL 33020

[ no web address on file ]

## School Demographics

| **School Type and Grades Served** (per MSID File) | **2015-16 Title I School** | **2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
|---|---|---|
| Elementary School PK-5 | Yes | 95% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 94% |

## School Grades History

| Year | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| Grade | F | D* | C | |

*Informational Baseline School Grade*

**Note:** *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

## School Board Approval

This plan is pending approval by the Broward County School Board.

## SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

## Table of Contents

# 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

## Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

## Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

## Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

# Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

## DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

## DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

## DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Mary M Bethune Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|---|---|
| Southeast - [LaShawn Russ-Porterfield](#) | Targeted Support & Improvement - N/A |

# I. Part I: Current School Status

## A. Supportive Environment

### 1. School Mission and Vision

#### a. Provide the school's mission statement.

Our mission is to provide a personalized learning experience for all students with a rigorous curriculum that builds towards college and career readiness preparing students to become global citizens.

#### b. Provide the school's vision statement.

Our vision is to provide a creative learning experience that cultivates character and provides a rigorous curriculum in a safe, secure environment.

### 2. School Environment

#### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Building a strong sense of community and culture in our school is important as this a fundamental need to shape students' motivation, learning and development needs. Through our TurnAround Arts, FOCUS 5 and Conscious Discipline school initiatives, we have been and will continue to work towards improving our school culture. We hope to improve the quality of student-teacher interactions where we implement transformational discipline practices to change our school's culture to reflect that of a school family.

Our school stakeholders are being provided with hand-on training which targets both the school academic and behavioral goals. School staff members have taken several training in all of these 3 areas. The goal of these programs is to help students develop problem solving skills and habits that will help them for the rest of their lives. Through team building techniques where students work on the skill of cooperation such as utilizing rituals (we wish you well, songs, etc.), students know they are accountable for the entire group in being successful.

Every student knows that they are capable and is expected to learn. By helping students feel a strong sense of a connected community, we are better able to meet the academic needs of students.

#### b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Our school is located in a low socioeconomic neighborhood where the majority of the families are working families. As such, we have challenges with parental involvement at our school. Some of the challenges we are working towards improving are the following; improving the social and emotional behavior of students, reducing aggression in classrooms, decreasing impulsivity and hyperactivity in difficult children, and enhance parent effectiveness. Through our Conscious Discipline trainings we hope to improve the quality of student-teacher interactions where we implement transformational discipline practices to change our school's culture to reflect that of a School Family. We are implementing two behavior change programs currently to try and address these challenges for our students. These same programs also have parental components and we are offering trainings for our parents through our SAC meetings. Our community also lacks 21st Century Technology skills and students that come to our school do not have access to technology at home.

**c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.**

We are currently implementing two behavior change programs to address the challenges of students. Both the Conscious Discipline and FOCUS 5 programs will assist us in improving the social and emotional behavior of students, reducing aggression in classrooms, decreasing impulsivity and hyperactivity.

Our vision is to provide a creative learning experience that cultivates character and provides a rigorous curriculum in a safe, secure environment.
Our mission is to provide a personalized learning experience for all students with a rigorous curriculum that builds towards college and career readiness preparing student to become global citizens.

Through our TurnAround Arts, FOCUS 5 and Conscious Discipline school initiatives, we are working towards improving our school culture. Our school stakeholders are being provided with hands-on training which targets both the school's academic and behavior goals. School staff members have taken several trainings in all of these three areas.
Creative Learning Experience- Our schools' master schedule allots time for the performing arts teachers to provide push-in arts integration into classrooms. Every specials teacher has a specific grade level they meet with during the instructional day to work on infusing music, dance, arts, and drama in all K-5 classrooms.

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

The Collaborative Problem Solving/RtI Team which consists of the school leadership members consisting of the school principal, assistant principal, counselor, social worker, ESE specialist, psychologist, literacy coach, and classroom teacher, meets on a weekly basis to identify students in need of academic and/or behavioral support. Students who are identified are provided with a plan of intervention and monitored for improvement.

## 3. Early Warning Systems
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

Using the Early Warning System database, at risk students in grade kindergarten through fifth will be identified and closely monitored. The following list describes the criteria used to identify these at risk students:

1) Students who have been previously retained
2) Students who are in the process of RtI (Road to Intervention)
3) Students who fall in the bottom 30% of their grade level group as measured by the Florida State Assessment in ELA
4) Students who have been identified as ESE and/ELL
5) Attendance below 90%, regardless of excused or out of school suspension
6) Students scoring a Level 1 or 2 on the statewide standardized assessment

**b. Provide the following data related to the school's early warning system**

*1. 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 | |
| Attendance below 90 percent | 14 | 17 | 10 | 12 | 11 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 65 |
| One or more suspensions | 6 | 7 | 8 | 6 | 7 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 38 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 45 | 40 | 37 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 122 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

*The number of students identified by the system as exhibiting two or more early warning indicators:*

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 1 | 0 | 0 | 12 | 7 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 |

**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.**

During the extended day hour all students will receive additional differentiated intervention instruction. Researched-based reading instruction proven to accelerate reading deficiency
where students' specific needs are addressed will be utilized in the literacy component areas of oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing.

All fourth and fifth grade students scoring a level 1 or 2 on the 2015-16 English Language Arts Florida State Standards have been screened using the Phonics for Reading assessment in an effort to identify students who would need phonics intervention.
We have identified that 21 fourth grade and 14 fifth grade students will need a phonics intervention program. These students will be provided phonics intervention through the Phonics for Reading program.

All third grade students who scored below proficiency on the 2015-16 Primary End of Year Test have also been screened using the Phonics for Reading assessment.
We have identified that 40 students need phonics intervention. These students will also be provided phonics intervention through the Phonics for Reading program.

Using the Letter Names/Sounds assessment results in Kindergarten we have found that many of our students are unable to identify letters and the sounds of the letters. All kindergarten classes work on the Fundations program on a daily basis. In first and second grade students have been assessed on the Phonics for Reading Placement test. Teachers will provide Phonics for Reading instruction in these grade levels.

Students who fall in the bottom 30%, have been previously retained, and/or scored a level 1 or 2 on the FSA will have the opportunity to participate in the after ELO (Extended Learning Opportunity) or Tiger Camp for supplemental educaiton.

Through regularly scheduled Professional Learning Communities and team meetings school stakeholders will monitor at risk students' progress (bottom 30%, previous retention, ESOL/ELL, RtI, etc.) and revisit plan of action if needed.

## B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### a. Will the school use its PIP to satisfy this question?

Yes

#### 1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/307860.

#### 2. Description

A PIP has been uploaded for this school or district - see the link above.

**2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.**

Bethune Elementary reaches out to local businesses such as Publix, Mathnasium, Art Works Printing Interprise, applying for Dolphin Academy, Hollywood Rotary Club, Lions Committee, YMCA, SAC Members/ Business Partnerships

Head Start Department

After School Program

Social Worker/ Outside Services

## C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### 1. School Leadership Team

#### a. Membership

Identify the name, email address and position title for each member of the school leadership team.**:**

| Name | Title |
| --- | --- |
| Alvarez, Michelle | Assistant Principal |

#### b. Duties

#### 1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

School Leasdership serve as Case Managers for each grade level. Case managers oversee instructional practices for each grade level. They help to oversee instructional practices and monitor student progress the following

Rti Team consisting of administrators and support staff members (District's RtI Contact, Literacy Coach, Curriculum Specialist, Psychologist, ESE Teacher and Specialist, ans Interventionist Teachers work to identify and develop a plan of action to improve Tier 3 and Tier 2 students who have been identified by classroom teachers the the BASIS 3.0 system.

*2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.*

The school leadership and Road to Intervention (RtI) teams hold weekly meetings to oversee instructional program, conduct data chats to address and monitor students. .

Students working on or above grade level in kindergarten and first grade participate in the Dual Language program. Also, second through fourth grade high achieving students have looped up together as a class in order to maximize learning needs. All other students have been placed in classes where the teachers will be provided the additional hands on support to assist students.

In our Extended Day student groups researched based instructional resources and strategies align to students' need in order to target specific learning needs.

The Curricumlum specialist, Literacy Coach and classroom teachers attending district level trainings on new digital programs to help improve instruction.

## 2. School Advisory Council (SAC)

### a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

| Name | Stakeholder Group |
|---|---|
| Marta Moise | Education Support Employee |
| Michelle Alvarez | Principal |
| Elizabeth Smith | Parent |
| Mitzi Right | Parent |
| Gloria Pellecer | Education Support Employee |
| LuAnn Greenidge | Teacher |
| | Student |
| Leanna Greenidge | Teacher |

### b. Duties

*1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes*

*a. Evaluation of last year's school improvement plan*

During monthly parental involvement meetings SAC members and community stakeholders participate in the monitoring and evaluation of the school improvement plan.

Stakeholders are provided with monthly updates on the strategies and activities used to align student needs in insuring student progress through the continuous improvement model. This includes the monitoring of school data in the areas reading, writing, math, science, Rti, and early warning indicators.

*b. Development of this school improvement plan*

School stakeholders have the opportunity to participate in the development of the school improvement plan. At our December SAC/parent meeting titled Introduction & Parent Input to the School Improvement Plan, school stakeholders reviewed and revised the drafted plan to include parent feedback.

*c. Preparation of the school's annual budget and plan*

During the last SAC/parental involvement meeting in May of 2016 participants reviewed the drafted 2016-17 Title 1 budget which listed specific budgeted activities to meet the School Improvement Plan and goals. Parents reviewed and were encouraged to give their input in the preparation of the school's annual budget.

### 2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Last year's school accountability dollars funded ELA (English Language Arts) intervention resources in the amount of $2,000. Also, a total $3,000 was allocated for the purchase of ELO (Extended Learning Opportunity) materials.

### 3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.*

## 3. Literacy Leadership Team (LLT)

### a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

| Name | Title |
|---|---|
| Alvarez, Michelle | Principal |
| | Other |

### b. Duties

### 1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team goals include the following;
1) Create and share school-wide initiatives and activities such as D.E.A.R. and 6 Minutes Solution
2) Lead and/or support PLCs/PDs
3) Monitor and support the implementation of the Comprehensive Intervention Reading Program and scientifically based researched reading instruction and strategies with fidelity.
4) Use data to analyze the effectiveness of instruction and redesign instruction and resources to meet student learning and intervention needs.
5) Develop/model demonstration classrooms
6) Communicate and maintain the staff current district wide reading initiatives

## D. Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

### 1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Teacher common planning time is established to allow for collaborative planning and instruction. On a weekly basis grade level teams meet on Tuesdays in Professional Learning Communities (PLCs) to share best practices. On Wednesdays teams meet to continue to work as a grade group to monitor and plan for effective instruction.

Last year, our school was selected by the President's Committee on the Arts and Humanities to be a part of the TurnAround Arts Initiative. Through this initiative our staff has been afforded the opportunity to increase professional development by learning strategies in which teachers can integrate arts instruction into the regular academic curriculum in an effort to improve students' academic and engagement. Our instructional and support staff along with the administrative team have participated in more than 15 before and after school, and Saturday training sessions on arts integration as well as instructional strategies and classroom management techniques. This has helped to encourage positive working relationships between teachers.

**2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.**

Our school has been working on creating a more stable teacher work force and collegial environment. Teachers are supported through working with peers during weekly scheduled PLCs (Professional Learning Communities) and team meetings, as well as the participate in monthly NESS (New Educators' Support System) meetings.

During teacher recruitment, an interview panel team sits in on interviews to ensure hires know the student population and demonstrate a passion and commitment to their success. Teacher support through district wide TIER as well as school based coaches and teachers to provide support.

**3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.**

New teachers are provided TIER Mentors through our district. These mentors assist new teachers at our school and are available to work with teachers in the classroom.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

##### 1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

All core instructional programs and materials utilized at our school are all adopted by the district. Currently we are using the Journeys ELA reading series, Go Math, Acaletics and Science Fusion.

The Broward County 2016-17 K-12 Comprehensive Research Based Reading Plan provides the Strategic Plan to establish a common language around research-based instructional practices and strategies for all educators to design, deliver, and evaluate standards-based instruction.

The Journeys Common Core 2014 Comprehensive Reading/Language Arts Program (CCRP) is used as a resource along with other classroom print and digital resources to deliver high quality, explicit, and systematic initial instruction for all students.

#### b. Instructional Strategies

*1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.*

Student data is used to provide and differentiate instruction in order to meet students' needs. All level 1 and 2 fourth and fifth grade students have been assessed in phonics to accumulate baseline data and determine learning needs. Those who have been identified with a phonics deficiency will be provided with the Phonics for Reading intervention program.

Level 1 and 2 students who have mastered phonics will be provided with a more supported vocabulary, comprehension and test taking learning strategies.

Students who have met grade level criteria will work on a balanced standards based literacy program that promotes higher-order thinking, problem solving, and reasoning while working in science and social studies texts.

As we near the FSA assessments all PRIDE groups will work on standards based rigorous curriculum in order to prepare students for grade level FSA assessments.

*2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:*

**Strategy:** Extended School Day

**Minutes added to school year:** 45

Fourth and fifth grade students who scored a level 1 or 2 on the 2015-16 FSA assessment have been assessed in phonics. Third grade students have also been assessed in phonics. Students who have not passed this assessment will be provided with a research based phonics intervention program called Phonics for Reading.

All other level 1 and 2 students who tested out of phonics will be provided with vocabulary, comprehension and test taking strategies during the extended day hour.

Students who scored at or above grade level on the 2015-16 FSA reading assessment will be provided with enrichment learning through science and social studies literacy activities.

All students will walk to read in order to meet differentiated student needs.

*Strategy Rationale*

We are committed to educating all students to reach their highest potential emphasizing the District's core belief that each student has the right to learn despite differences in educational needs and backgrounds.

*Strategy Purpose(s)*

- Core Academic Instruction

- Enrichment

*Person(s) responsible for monitoring implementation of the strategy*
Alvarez, Michelle, michelle.alvarez@browardschools.com

*Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy*

Tier 3 students in the Phonics for Reading groups will complete weekly Checkpoint lessons as well as take an end of lesson assessment. These will be used to monitor program/strategy effectiveness.

Tier 2 and 1 students will complete both a pre and a post standards based online assessment on School City/IBPT to monitor for effectiveness.

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

*1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.*

Matriculation

Current 5th graders visit the neighborhoold middle school to coordinate transition

Distance Learning

PreK Students take the kindergarten readiness training

Parent Educators go out to homes to encourage student enrollment at our school

### b. College and Career Readiness

*1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.*

During parental monthly SAC/Parental Involvement trainings and meetings

Throught the TurnAround Arts program we where able to bbring out the John Lenon bus to expose students to the music industry

Our 5th grade teacher Moss brings in he Justice Teaching program where local government officials work with students.

*2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.*

Our fifth grade students are exposed to a variety of real world business jobs and careers during BizTown fieldrrip.

*3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.*

BizTown is correlated with class instruction with regards to math in athe areas of finance, resposiblity and career readiness.

We are planning to work of Career Day actvitvities where local business and employees come to our school to talk to students about their careers.

*4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.*

Students engaging in academic programs to help them reach to their grade level proficiency and work as global citizens.

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

*No files were uploaded*

**2. Problem Identification Summary**
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Strenghts- TurnAround Magnet for Arts which focuses on strings, band, musical theatre, band, dance. The art teacher won the Art Teacher of Year. Our school partners with celebraties such Cameron Diaz, John Lenon Educational Tour Bus,

Need- Almost 70% of our students are working a year or two below grade level. Student attendance is a probolem and alot of transient students leaving throughout the year. Also have influx of teachers brand new to the career.

**B. Problem Analysis Summary**
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Based on the 2015-16 Florida Standards Assessment the majority of our students are working below grade level. Our students come to us as struggling learner. Most of our entering kindergarten students have not mastered the Letter Names & Sounds. First through second grade students are also reading below grade level. As part of our school goals and our Parental Involvement Plan, we have sceduled montly School Advisory Council meetings and parent trainings to share this information to all school stakeholders. Our goal is to increase the total number of students' proficiency rate in order

**C. Strategic Goals**

# School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

## Problem Solving Key

**G** = Goal          **B =** Barrier          **S** = Strategy

1 = Problem Solving Step          🔍 S123456 = Quick Key

## Strategic Goals Summary

**G1.**     By the end of June 2016-2017, 35% of students who scored on the lowest 30th percent quartile will advance from one subcategory within Achievement Level 1 as measured by the reading Florida Standards Assessment.

**G2.**     By June Students in grades 3-5 at Bethune Elementary scored 32% on the ELA portion of the FSA for the 2015-2016 school year. By June 2016-2017, 42% of students in grades 3-5 will score at or above proficiency levels as measured by the ELA Florida Standards Assessment. In 2016-17 we will infuse the use of research based strategies and interventions implementation within classroom, student percentile rankings on state reading assessments will increase by at least 10% as measured by FSA.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1.** By the end of June 2016-2017, 35% of students who scored on the lowest 30th percent quartile will advance from one subcategory within Achievement Level 1 as measured by the reading Florida Standards Assessment. 1a

🔑 G084811

### Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| ELA/Reading Lowest 25% Gains | 35.0 |

### Targeted Barriers to Achieving the Goal 3

- Tracking students' progress consistently with fidelity

- Teacher Exposer to a standards based curriculum where standards are taught through aligned researched based resouces and instructional practices

### Resources Available to Help Reduce or Eliminate the Barriers 2

- These students will be addressed at every data chat sessions

- Regularly weekly scheduled team PLCs (Professional Learning Communities) and PDs (Professional Development) sessions where teachers utilize the Test Specifications and CPALMS to create standards based targeted lessons.

### Plan to Monitor Progress Toward G1. 8

Student results on Assessment Cycles will be monitored for student progress. Teachers wil maintain student tracking sheets and share during regularly scheduled data chata.

### Person Responsible

Michelle Alvarez

### Schedule

On 5/1/2017

### *Evidence of Completion*

School City Student Assessment Reports, Teacher Tracking Sheets, School Based Instructional Focused Calendar

**G2.** By June Students in grades 3-5 at Bethune Elementary scored 32% on the ELA portion of the FSA for the 2015-2016 school year. By June 2016-2017, 42% of students in grades 3-5 will score at or above proficiency levels as measured by the ELA Florida Standards Assessment. In 2016-17 we will infuse the use of research based strategies and interventions implementation within classroom, student percentile rankings on state reading assessments will increase by at least 10% as measured by FSA. `1a`

🔑 G084812

### Targets Supported `1b`

| Indicator | Annual Target |
|---|---|
| FSA ELA Achievement | 42.0 |

### Targeted Barriers to Achieving the Goal `3`

- Teacher Exposer and Knowledge of developing a standards based teaching method where teachers instruct/assess at the standard's level of rigor

- Parental Awareness of the rigor of students

### Resources Available to Help Reduce or Eliminate the Barriers `2`

- Provide Weekly PLCs (Professional Learning Communities) and PDs (Professional Development) teacher training sessions on researched and standards based assessments

- Training Parents during Parent Nights

### Plan to Monitor Progress Toward G2. `8`

Through the use of School City/IBPT and iReady Program, students will complete both a pre and post test for each assessment cycle to monitor student mastery of specific standards outlined in our school's assessment calendar.

**Person Responsible**

Michelle Alvarez

**Schedule**

Every 3 Weeks, from 9/13/2016 to 5/1/2017

***Evidence of Completion***

The evidence we will use to monitor students' progress will consist of Teacher Data Tracking Sheets and the School City/IBPT system which provide the results of student cycle assessment.

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal        **B =** Barrier        **S** = Strategy

1 = Problem Solving Step        S123456 = Quick Key

**G1.** By the end of June 2016-2017, 35% of students who scored on the lowest 30th percent quartile will advance from one subcategory within Achievement Level 1 as measured by the reading Florida Standards Assessment. 1

🔑 G084811

**G1.B1** Tracking students' progress consistently with fidelity 2

🔑 B225536

**G1.B1.S1** Strategy 1- Assess and determine student learning needs Strategy 2- Align curriculum and group students in PRIDE groups to provide targeted instructional learning Strategy 3- Monitoring student progress through data chat and tracking 4

🔑 S237928

### Strategy Rationale

Strategy 1- Identifying student needs during assessments will help to determine student's targeted learning needs.

Strategy 2- Providing students instruction in areas of weakness will help students to work torwards grade level expectation.

Stratgey 3- Monitoring progress will assist in determining if the plan of action is effective or in need of changes

**Action Step 1** 5

PRIDE Group Professional Development Opportunities (School City, iReady, LGPS, Hitting the Target, etc.)

#### Person Responsible

Michelle Alvarez

#### Schedule

Weekly, from 9/22/2016 to 5/31/2017

#### *Evidence of Completion*

PRIDE Plan, Professional Development Agendas, Sign In Sheets, Tracking Information

## Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Monitoring of student data and school cycle assessments

### Person Responsible

Michelle Alvarez

### Schedule

Every 3 Weeks, from 10/28/2016 to 5/31/2017

### *Evidence of Completion*

Professional Development, Sign In Sheets, Agenda Sheets, Tracking Information

## Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

We will monitor intervention effectiveness using the PRIDE Curriculum weekly check-ins, School Cycle Assessments, and Data Chat meeting notes to analyze feedback from teachers.

### Person Responsible

Michelle Alvarez

### Schedule

Every 3 Weeks, from 10/28/2016 to 5/31/2017

### *Evidence of Completion*

Professional Development, Sign In, Agenda, Tracking Information

**G1.B2** Teacher Exposer to a standards based curriculum where standards are taught through aligned researched based resouces and instructional practices [2]

🔑 B225537

**G1.B2.S1** Strategy 1- Professional Development Opportunities [4]

🔑 S237929

### Strategy Rationale

Professional development sessions will provide teachers with the hands on experiences needed to use and plan for a standards based curriculum.

**Action Step 1** [5]

Professional Develement Opportunities

#### Person Responsible

Michelle Alvarez

#### Schedule

Weekly, from 9/22/2016 to 5/31/2017

#### *Evidence of Completion*

Professional Development Sign In Sheets and Agendas

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** [6]

During data chats teams will meet to discuss and monitor PD effectiveness

#### Person Responsible

Michelle Alvarez

#### Schedule

Weekly, from 9/22/2016 to 5/31/2017

#### *Evidence of Completion*

Data chat agenda and sign in sheets

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** `7`

Perform Classroom Walkthroughs and share findings at Weekly Data Chat Meetings

### Person Responsible

Michelle Alvarez

### Schedule

Weekly, from 9/22/2016 to 5/31/2017

### *Evidence of Completion*

Data Chat sign in sheets and agendas

**G2.** By June Students in grades 3-5 at Bethune Elementary scored 32% on the ELA portion of the FSA for the 2015-2016 school year. By June 2016-2017, 42% of students in grades 3-5 will score at or above proficiency levels as measured by the ELA Florida Standards Assessment. In 2016-17 we will infuse the use of research based strategies and interventions implementation within classroom, student percentile rankings on state reading assessments will increase by at least 10% as measured by FSA. [1]

🔑 G084812

**G2.B1** Teacher Exposer and Knowledge of developing a standards based teaching method where teachers instruct/assess at the standard's level of rigor [2]

🔑 B225538

**G2.B1.S1** Strategy 1- Participate in District Level Training on standards based instruction Strategy 2- Provided Professional Development [4]

🔑 S237930

**Strategy Rationale**

Strategy 1- To ensure that teachers are teaching at the appropriate level of rigor and target when teaching standards

Strategy 2- To ensure that teachers use the learning goals and performance skills to align teaching and student activities at the DOK level of rigor

**Action Step 1** [5]

We will provide and seek district level professional development sessions regularly.

**Person Responsible**

Michelle Alvarez

**Schedule**

Weekly, from 9/22/2016 to 5/31/2017

***Evidence of Completion***

PD Agendas, Sign In Sheets, Teacher Walkthroughs and Planning Tools

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** `6`

School Administration will monitor how teachers have applied learning through classroom walkthroughs, lesson plans, student work assignments/actvities and use of the LGPS.

### Person Responsible

Michelle Alvarez

### Schedule

Every 3 Weeks, from 10/10/2016 to 5/31/2017

### *Evidence of Completion*

Classroom Walkthroughs, Lesson Plans, Data Chat Sign In Sheets/Agendas

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** `7`

The school leadership team will conduct weekly data chats with grade level teams to monitor effectiveness and use student data to track as well.

### Person Responsible

Michelle Alvarez

### Schedule

Every 3 Weeks, from 9/22/2016 to 5/31/2017

### *Evidence of Completion*

Data Chat Sign in and agendas, student results from assessment data

**G2.B2** Parental Awareness of the rigor of students  2

🔑 B225539

**G2.B2.S1** Strategy- Hold parental involvement training sessions during Title I Parent Meetings  4

🔑 S237931

### Strategy Rationale

These sessions will provide parents with the hands on assistance needed to work with child at home during reading, writing, science and math activities.

**Action Step 1**  5

We will follow the school Parental Involvement Plan to carry out planned SAC parental involvement activities.

### Person Responsible

Michelle Alvarez

### Schedule

Monthly, from 10/26/2016 to 5/3/2017

### *Evidence of Completion*

SAC meeting agendas, sign in sheets, and meeting minutes

**Plan to Monitor Fidelity of Implementation of G2.B2.S1**  6

Parents will give feedback using the end of sessions feedback forms.

### Person Responsible

Michelle Alvarez

### Schedule

Monthly, from 10/26/2016 to 5/3/2017

### *Evidence of Completion*

Feedback Forms, SAC Meeting Sign In Sheets and Agendas

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** `7`

We will use the Title I Parental Involvement Survey to monitor the effectiveness of parent trainings.

### Person Responsible

Michelle Alvarez

### Schedule

Monthly, from 5/3/2017 to 5/3/2017

### *Evidence of Completion*

Title I Parent Survey Results

# IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|---|---|---|---|
| **2017** | | | | | |
| G1.MA1 🔑 M314141 | Student results on Assessment Cycles will be monitored for student progress. Teachers wil maintain... | Alvarez, Michelle | 9/13/2016 | School City Student Assessment Reports, Teacher Tracking Sheets, School Based Instructional Focused Calendar | 5/1/2017 one-time |
| G2.MA1 🔑 M314146 | Through the use of School City/IBPT and iReady Program, students will complete both a pre and post... | Alvarez, Michelle | 9/13/2016 | The evidence we will use to monitor students' progress will consist of Teacher Data Tracking Sheets and the School City/IBPT system which provide the results of student cycle assessment. | 5/1/2017 every-3-weeks |
| G2.B2.S1.MA1 🔑 M314144 | We will use the Title I Parental Involvement Survey to monitor the effectiveness of parent... | Alvarez, Michelle | 5/3/2017 | Title I Parent Survey Results | 5/3/2017 monthly |
| G2.B2.S1.MA1 🔑 M314145 | Parents will give feedback using the end of sessions feedback forms. | Alvarez, Michelle | 10/26/2016 | Feedback Forms, SAC Meeting Sign In Sheets and Agendas | 5/3/2017 monthly |
| G2.B2.S1.A1 🔑 A307805 | We will follow the school Parental Involvement Plan to carry out planned SAC parental involvement... | Alvarez, Michelle | 10/26/2016 | SAC meeting agendas, sign in sheets, and meeting minutes | 5/3/2017 monthly |
| G1.B1.S1.MA1 🔑 M314137 | We will monitor intervention effectiveness using the PRIDE Curriculum weekly check-ins, School... | Alvarez, Michelle | 10/28/2016 | Professional Development, Sign In, Agenda, Tracking Information | 5/31/2017 every-3-weeks |
| G1.B1.S1.MA1 🔑 M314138 | Monitoring of student data and school cycle assessments | Alvarez, Michelle | 10/28/2016 | Professional Development, Sign In Sheets, Agenda Sheets, Tracking Information | 5/31/2017 every-3-weeks |
| G1.B1.S1.A1 🔑 A307802 | PRIDE Group Professional Development Opportunities (School City, iReady, LGPS, Hitting the Target,... | Alvarez, Michelle | 9/22/2016 | PRIDE Plan, Professional Development Agendas, Sign In Sheets, Tracking Information | 5/31/2017 weekly |
| G1.B2.S1.MA1 🔑 M314139 | Perform Classroom Walkthroughs and share findings at Weekly Data Chat Meetings | Alvarez, Michelle | 9/22/2016 | Data Chat sign in sheets and agendas | 5/31/2017 weekly |
| G1.B2.S1.MA1 🔑 M314140 | During data chats teams will meet to discuss and monitor PD effectiveness | Alvarez, Michelle | 9/22/2016 | Data chat agenda and sign in sheets | 5/31/2017 weekly |
| G1.B2.S1.A1 🔑 A307803 | Professional Develement Opportunities | Alvarez, Michelle | 9/22/2016 | Professional Development Sign In Sheets and Agendas | 5/31/2017 weekly |
| G2.B1.S1.MA1 🔑 M314142 | The school leadership team will conduct weekly data chats with grade level teams to monitor... | Alvarez, Michelle | 9/22/2016 | Data Chat Sign in and agendas, student results from assessment data | 5/31/2017 every-3-weeks |
| G2.B1.S1.MA1 🔑 M314143 | School Administration will monitor how teachers have applied learning through classroom... | Alvarez, Michelle | 10/10/2016 | Classroom Walkthroughs, Lesson Plans, Data Chat Sign In Sheets/ Agendas | 5/31/2017 every-3-weeks |
| G2.B1.S1.A1 🔑 A307804 | We will provide and seek district level professional development sessions regularly. | Alvarez, Michelle | 9/22/2016 | PD Agendas, Sign In Sheets, Teacher Walkthroughs and Planning Tools | 5/31/2017 weekly |