Polk County Public Schools

Bethune Academy

2016-17 Schoolwide Improvement Plan

Bethune Academy

900 AVENUE F, Haines City, FL 33844

http://schools.polk-fl.net/bethune

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	77%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	72%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	A	B

*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 Polk 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 Bethune Academy

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Bethune Academy values the unique qualities of each person and believes that everyone has the capacity to learn. We expect all learners to attend and show effort, meet the required curriculum, develop responsibility, citizenship, and leadership.

b. Provide the school's vision statement.

It is our vision to be a leader in Science, Technology, Engineering and Mathematics (STEM) education by inspiring and preparing generations of critical and creative thinkers to meet the challenges of a global society through innovation and collaboration.

2. School Environment

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

Classroom teachers, K-5, develop and implement instructional units that focus on the different cultures represented in our school community.

Our Music and Art teachers enhance the instructional units with projects and hands on experiences that provide students the opportunity to explore different aspects of other cultures.

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

Bethune Academy creates a nurturing environment where all stakeholders are valued. Memorable differences for all stakeholders are created through a monthly school wide Spirit Day and Celebration. Bethune Academy Teachers and Staff reinforce a sense of community, values, and procedures to our students on a daily basis. We dedicate ourselves to providing a school wide discipline and problem solving system that provides and safe and respectful environment. Our expectations are shared with our stakeholders during connect ed messages, monthly newsletters, and parent contracts.

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.

The Bethune Academy behavior plan is systemic in nature...

Each classroom teacher manages behavior expectations through the use of a four level card system. The administration has designed an intermediate step which includes an opportunity for the student to reflect on his/her behavior in writing.

Our goal is to develop positive interventions using the district wide CHAMPS (Conversation level, how to seek support or Help, Activity, type of Movement,Participation and Success) ideology. It is a proactive and positive approach to classroom management for all students.

Intervention Conferences are scheduled when students have demonstrated recurring infractions. This

conference is a proactive practice involving parents, teachers, students, and Leadership Team members to
discuss issues and develop a positive behavior plan.

Positive student behavior is recognized daily through the Silver Ticket system. This system provides the
opportunity for every child to receive written recognition from staff members and reinforcement from the
administration.

A monthly Spirit Day/Celebration is held to honor various stakeholder accomplishments.

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.

Our school culture has established a safe and intentionally welcoming environment that nurtures the social-emotional needs of all students. Our Administration and Guidance Counselor have an open door policy that fosters communication among all stakeholders. They are readily available at the time of need.

Students who exhibit additional social -emotional needs are matched with staff mentors and/or various counseling groups.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 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.

N/A

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	0	8	4	3	3	12	0	0	0	0	0	0	0	30
One or more suspensions	0	3	4	1	3	8	0	0	0	0	0	0	0	19
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	0	22	21	0	0	0	0	0	0	0	43

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	0	0	0	0	4	4	0	0	0	0	0	0	0	8

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

Intervention Conferences are scheduled with the parents, teachers, and administration to develop an action plan for the student.

We set up behavior contracts to monitor student progress towards goals.
Our school wide behavior plans provides incentives, such as silver tickets, to positive reinforce behavioral and academic success.

Special mentors are assigned to students to encourage and support student success.

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 available at the school site.

2. Description

Portfolio Conferences
PTA Facebook Page
School and Grade Level Websites
Grade Level Newsletters
School Calendar
PTA Newsletter
Spirit Day/Celebration
STEM Family Nights
Field Day/ STEM Olympics
Volunteer Program
Daily Agenda Planners
Open Door Policy
Administrative Newsletters
School Advisory Council
Parent Teacher Association
School Messenger
E-mail Communication
Special Events, i.e. Grandparents' Day, Concerts, etc.
We believe that parent involvement is essential in student success. We strive to ensure that communication is a priority that links home and school.

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 Academy builds and sustains community partnerships through the following:
Active Member of Northeast Regional Chamber of Commerce
Principal serves as Chairperson of the Education Committee and is a member of other committees
Class Sponsors
School Advisory Council

Great American Teach-In
Partnered with CEMEX to develop two Outdoor Classrooms for major reclamation projects
School Grant Committee
We believe that connecting with businesses and our community enriches our instructional experiences to provide first hand knowledge.
Howell School Gardens, Inc.

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
Carns, Michelle	School Counselor
Knowles, Sharon	Principal
Rivera, Deborah	Instructional Coach
Wilkins, Lucus	Assistant Principal
Lachapelle, Janet	Instructional Coach
McIntee, Ashlee	Instructional Coach

b. Duties

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

Each person on our Leadership Team provides input and feedback during our regularly scheduled meetings. Members are considered an integral part of the school based decision making process. Members of the Leadership Team will observe, coach and provide essential feedback for classroom teachers.

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.

Meetings are held weekly and guided by a structured agenda prepared by the administration. The agenda is based on current needs and unfinished business from previous discussions. Minutes from each Leadership Team meeting will be recorded and disseminated in a timely manner to each member. Each person brings their area of expertise to the table and is assigned tasks based on prioritized needs.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Jessica Couch	Parent
Janet Gomez	Education Support Employee
Kevin Kitto	Business/Community
Sharon Knowles	Principal
Carolyn Green-McCord	Parent
Jenna Emerson	Business/Community
Lucus Wilkins	Education Support Employee
Tequila Wiggins	Parent

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

The Bethune Academy SAC committee meetings are held the first Tuesday of every month. The SAC is presented with last year's School Improvement Plan and current SSA and FSA Data. The first SAC meeting of the new school year is dedicated to discuss the outcome of scores and effectiveness of the plan.

The SAC analyzes the goals and determines if the outcomes are met; then they provide feedback to set current year goals.

b. Development of this school improvement plan

Suggestions for the new School Improvement Plan are provided and discussed at the opening meeting and written into the new plan. They are focused on providing opportunities for students to be prepared for career or college path.

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

The budget is discussed in depth and funds are appropriated accordingly based on need, using trend data from past years' data.

The SAC's main priority is that the majority of funds is appropriated for instructional needs to support students.

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

No school improvement funds were granted last year.

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
Simpson, Claretta	Teacher, K-12
Knowles, Sharon	Principal
Wilkins, Lucus	Assistant Principal
McIntee, Ashlee	Instructional Coach

b. Duties

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

The (TLC) shares the responsibility of attending professional development and district update meetings to train, inform and facilitate our teachers on current best practices, The team meets to discuss grant and other opportunities to strengthen our reading program.

D. Public and Collaborative Teaching

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

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

Teachers are provided three collaborative planning days during the school year in addition to weekly mandatory school based planning. Subject area and vertical planning occur regularly throughout the year.

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

We rely heavily on our positive school culture and high performing students as a strategy to recruit and retain highly effective teachers.

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

Teachers are assigned mentors(coaches) based on subject area as we departmentalize. Mentors/ Coaches observe, coach and provide feedback on a weekly basis.

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.

Teachers review the Learning Maps and curriculum resources weekly during collaborative planning. They plan by subject area and as an integrated team to align resources and content to the standards. Lesson plans are checked during daily walk-throughs. An administrator attends all collaborative planning days.

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.

Teachers are provided a day to review data to identify student learning needs and provide corrective plan of action. The Leadership Team meets quarterly with each teacher to discuss individual students' data and progress monitoring results. Teachers differentiate center activities and guided reading/math lessons based on student results. Students who are not making progress are monitored by our Leadership Team on a monthly basis. Interventions are implemented using the MTSS Model. Problem Solving Team meetings are also scheduled to discuss the results with the parents of children in need of intensive interventions.

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: After School Program

Minutes added to school year: 0

Provide an opportunity for struggling readers to become more fluent using an online reading program with support from a facilitator.

Strategy Rationale

Build word recognition, fluency and comprehension among our struggling readers.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Wilkins, Lucus, lucus.wilkins@polk-fl.net

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

Fluency scores are collected on a monthly basis from our paraprofessionals as well as data from the online reading program.

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.

Students transitioning from elementary to middle school attend a school visit at our feeder school where pertinent information is presented to assist with the transition. Our Guidance Counselor facilitates registration for the transitioning students in conjunction with our fifth grade teachers.

Our students attend a Career Expo annually to become familiar with the different middle school options in our district.

During the year teachers from middle schools are invited to our campus to showcase their current offerings.

Pre-K students and families are invited to attend after school functions, concerts and tours of 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.

N/A

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

N/A

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

N/A

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.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 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.

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.

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.   All teachers will use a systemic assessment method to provide evidence of student learning in all content area standards. Bethune Academy will meet or exceed state expectations.

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. All teachers will use a systemic assessment method to provide evidence of student learning in all content area standards. Bethune Academy will meet or exceed state expectations. 1a

🔍 G087269

Targets Supported 1b

Indicator	Annual Target
Science Achievement District Assessment	59.0
FSA Mathematics Achievement	61.0
FSA ELA Achievement	54.0

Targeted Barriers to Achieving the Goal 3

- Inadequate Planning: not organizing lessons and formative assessments in advance

Resources Available to Help Reduce or Eliminate the Barriers 2

- Math and Reading Common Core Resources: unpacking standards documents

- Assessment resources from former training (provided by Karen Bailey)

- Cpalms: Formative Assessment

- "Reading Wonders" assessments

- "Go Math" Assessments

- AIM Resources

- ACHIEVE 3000 and SmartyAnts - purchased with school-based Title I funding

- STAR Early Literacy Progress Monitoring

- Title I Literacy Coach and Paraprofessional

- Reflex Math - purchased with school-based Title I funding

Plan to Monitor Progress Toward G1. 8

Formative and Summative Assessments

Person Responsible
Sharon Knowles

Schedule
Monthly, from 9/2/2016 to 5/5/2017

Evidence of Completion
Progress monitoring results reflect the lesson mastery and/or revisions made based on student need.

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. All teachers will use a systemic assessment method to provide evidence of student learning in all content area standards. Bethune Academy will meet or exceed state expectations. 1

🔑 G087269

> **G1.B1** Inadequate Planning: not organizing lessons and formative assessments in advance 2
>
> 🔑 B231977

> > **G1.B1.S1** Collaborative Planning three to four times during the school year. Weekly PLC by grade level for collaborative planning. 4
> >
> > 🔑 S244776

> > **Strategy Rationale**
> >
> > To ensure that proper pacing is occurring and aligned with assessment needs.

> > **Action Step 1** 5

> > Schedule three days of collaborative planning for each grade level through out the year. Each Friday is scheduled for uninterrupted grade level planning. Weekly sessions are also scheduled with the instructional coaches.

> > > **Person Responsible**
> > >
> > > Sharon Knowles
> > >
> > > **Schedule**
> > >
> > > Weekly, from 9/2/2016 to 5/5/2017
> > >
> > > ***Evidence of Completion***
> > >
> > > Meeting agendas and meeting minutes.

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

Attendance and meeting notes will be monitored through our electronic meeting agenda program.

Person Responsible

Lucus Wilkins

Schedule

Weekly, from 9/2/2016 to 5/5/2017

Evidence of Completion

The evidence will be provided in an excel spreadsheet.

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

The leadership team will monitor the effectiveness walk-throughs and meeting participation.

Person Responsible

Sharon Knowles

Schedule

Weekly, from 9/2/2016 to 5/5/2017

Evidence of Completion

Minutes from the meeting provided through an excel spreadsheet.

G1.B1.S2 Planning with grade level/department, coaches and/or administrators to develop lesson plans and assessments (begin with the end in mind) 4

🔍 S244777

Strategy Rationale

To ensure that we are providing formative and summative assessments aligned with our curriculum.

Action Step 1 5

Teachers will meet with coaches and administrators as needed to develop lesson plans and assessments.

Person Responsible

Lucus Wilkins

Schedule

Weekly, from 9/2/2016 to 5/5/2017

Evidence of Completion

Teachers will have lesson plans, classroom assessment data, meeting agenda/notes

Action Step 2 5

Teacher Leaders will attend monthly meetings to gain current knowledge of new district expectations.

Person Responsible

Claretta Simpson

Schedule

Monthly, from 9/2/2016 to 5/5/2017

Evidence of Completion

Agenda and documents to support it.

Action Step 3 `5`

Coaches will attend monthly meetings to gain current knowledge of new district expectations.

Person Responsible

Deborah Rivera

Schedule

Monthly, from 9/2/2016 to 5/5/2017

Evidence of Completion

Agenda and documentation to support it.

Action Step 4 `5`

PLC meetings on early release days as well as quarterly collaborative planning days.

Person Responsible

Sharon Knowles

Schedule

Monthly, from 9/2/2016 to 5/5/2017

Evidence of Completion

PLC meetings will be documented through sign-in sheets, agendas and handouts.

Action Step 5 `5`

Use Title I funds to support student learning and teacher assistance.

Person Responsible

Ashlee McIntee

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

ACHIEVE 3000, SmartyAnts, Reflex Math

Plan to Monitor Fidelity of Implementation of G1.B1.S2 [6]

Lesson plans, meeting notes will be submitted; support visits to classrooms

Person Responsible

Sharon Knowles

Schedule

Monthly, from 9/2/2016 to 5/5/2017

Evidence of Completion

Lesson plans, meeting notes and assessment data

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 [7]

Progress monitoring

Person Responsible

Lucus Wilkins

Schedule

Monthly, from 9/2/2016 to 5/5/2017

Evidence of Completion

Progress monitoring results reflect the lesson mastery and/or revisions made based on student need.

G1.B1.S3 Coaches and administrators support and model to ensure next steps and necessary adjustments are implemented [4]

🔧 S244778

Strategy Rationale

To ensure that curriculum is being presented according to the state standards.

> Action Step(s) Missing for Goal #1, Barrier #1, Strategy #3
> Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Lesson plans, meeting notes will be submitted; support visits to classrooms

Person Responsible

Sharon Knowles

Schedule

Monthly, from 9/2/2016 to 5/5/2017

Evidence of Completion

Lesson plans, meeting notes and assessment data

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Lesson plans, meeting notes will be submitted; support visits to classrooms

Person Responsible

Sharon Knowles

Schedule

Monthly, from 9/2/2016 to 5/5/2017

Evidence of Completion

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 M329351	Formative and Summative Assessments	Knowles, Sharon	9/2/2016	Progress monitoring results reflect the lesson mastery and/or revisions made based on student need.	5/5/2017 monthly
G1.B1.S1.MA1 M329345	The leadership team will monitor the effectiveness walk-throughs and meeting participation.	Knowles, Sharon	9/2/2016	Minutes from the meeting provided through an excel spreadsheet.	5/5/2017 weekly
G1.B1.S1.MA1 M329346	Attendance and meeting notes will be monitored through our electronic meeting agenda program.	Wilkins, Lucus	9/2/2016	The evidence will be provided in an excel spreadsheet.	5/5/2017 weekly
G1.B1.S1.A1 A316921	Schedule three days of collaborative planning for each grade level through out the year. Each...	Knowles, Sharon	9/2/2016	Meeting agendas and meeting minutes.	5/5/2017 weekly
G1.B1.S2.MA1 M329347	Progress monitoring	Wilkins, Lucus	9/2/2016	Progress monitoring results reflect the lesson mastery and/or revisions made based on student need.	5/5/2017 monthly
G1.B1.S2.MA1 M329348	Lesson plans, meeting notes will be submitted; support visits to classrooms	Knowles, Sharon	9/2/2016	Lesson plans, meeting notes and assessment data	5/5/2017 monthly
G1.B1.S2.A1 A316922	Teachers will meet with coaches and administrators as needed to develop lesson plans and...	Wilkins, Lucus	9/2/2016	Teachers will have lesson plans, classroom assessment data, meeting agenda/notes	5/5/2017 weekly
G1.B1.S2.A2 A316923	Teacher Leaders will attend monthly meetings to gain current knowledge of new district...	Simpson, Claretta	9/2/2016	Agenda and documents to support it.	5/5/2017 monthly
G1.B1.S2.A3 A316924	Coaches will attend monthly meetings to gain current knowledge of new district expectations.	Rivera, Deborah	9/2/2016	Agenda and documentation to support it.	5/5/2017 monthly
G1.B1.S2.A4 A316925	PLC meetings on early release days as well as quarterly collaborative planning days.	Knowles, Sharon	9/2/2016	PLC meetings will be documented through sign-in sheets, agendas and handouts.	5/5/2017 monthly
G1.B1.S3.MA1 M329349	Lesson plans, meeting notes will be submitted; support visits to classrooms	Knowles, Sharon	9/2/2016		5/5/2017 monthly
G1.B1.S3.MA1 M329350	Lesson plans, meeting notes will be submitted; support visits to classrooms	Knowles, Sharon	9/2/2016	Lesson plans, meeting notes and assessment data	5/5/2017 monthly
G1.B1.S2.A5 A316926	Use Title I funds to support student learning and teacher assistance.	McIntee, Ashlee	8/15/2016	ACHIEVE 3000, SmartyAnts, Reflex Math	6/2/2017 daily

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. All teachers will use a systemic assessment method to provide evidence of student learning in all content area standards. Bethune Academy will meet or exceed state expectations.

G1.B1 Inadequate Planning: not organizing lessons and formative assessments in advance

G1.B1.S2 Planning with grade level/department, coaches and/or administrators to develop lesson plans and assessments (begin with the end in mind)

PD Opportunity 1

Teachers will meet with coaches and administrators as needed to develop lesson plans and assessments.

Facilitator

Leadership Team

Participants

All instructional staff

Schedule

Weekly, from 9/2/2016 to 5/5/2017

PD Opportunity 2

Teacher Leaders will attend monthly meetings to gain current knowledge of new district expectations.

Facilitator

Claretta Simpson,Susan McIntee, Shakira Scott

Participants

Classroom Teachers and Administrators

Schedule

Monthly, from 9/2/2016 to 5/5/2017

PD Opportunity 3

Coaches will attend monthly meetings to gain current knowledge of new district expectations.

Facilitator

Janet Lachapelle, Deborah Rivera, Ashlee McIntee

Participants

Classroom teachers and administrators.

Schedule

Monthly, from 9/2/2016 to 5/5/2017

PD Opportunity 4

PLC meetings on early release days as well as quarterly collaborative planning days.

Facilitator

Janet Lachapelle, Deborah Rivera, Ashlee McIntee

Participants

Classroom teachers and administrators.

Schedule

Monthly, from 9/2/2016 to 5/5/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Schedule three days of collaborative planning for each grade level through out the year. Each Friday is scheduled for uninterrupted grade level planning. Weekly sessions are also scheduled with the instructional coaches.				$1,440.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6300	150-Aides	0391 - Bethune Academy	Title I, Part A		$1,440.00
2	G1.B1.S2.A1	Teachers will meet with coaches and administrators as needed to develop lesson plans and assessments.				$0.00
3	G1.B1.S2.A2	Teacher Leaders will attend monthly meetings to gain current knowledge of new district expectations.				$0.00
4	G1.B1.S2.A3	Coaches will attend monthly meetings to gain current knowledge of new district expectations.				$0.00
5	G1.B1.S2.A4	PLC meetings on early release days as well as quarterly collaborative planning days.				$0.00
6	G1.B1.S2.A5	Use Title I funds to support student learning and teacher assistance.				$104,633.36
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	360-Rentals	0391 - Bethune Academy	Title I, Part A		$18,128.50
	5900	100-Salaries	0391 - Bethune Academy	Title I, Part A		$86,504.86
					Total:	$106,073.36