Polk County Public Schools

Bethune Academy

2017-18 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)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	75%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	76%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	A

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Bethune Academy

DA Region and RED	DA Category and Turnaround Status
Southwest -	- 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 through School Messenger, 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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

-Attendance is informally monitored weekly to determine students with five or ten day absences.

-Attendance is formally monitored monthly by the Social Worker who is assigned to our school. The Social Worker informs the school Attendance Manager to send Attendance Warning Letters to students who have five or ten unexcused absences.

-Discipline is reviewed monthly by the Assistant Principal to determine if intervention plans need to be implemented.

-Course failure in ELA or Mathematics will be monitored and reviewed in weekly PLC meetings, MTSS and Leadership Team Meetings.

-Students with Level 1 in ELA or Mathematics or for students in grades K-3 with a substantial reading deficiency will be monitored by the classroom teacher and the coaches through the use of "Istation" and Collaborative Planning.

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	3	4	6	3	1	7	0	0	0	0	0	0	0	24
One or more suspensions	0	4	1	4	6	6	0	0	0	0	0	0	0	21
Course failure in ELA or Math	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	12	18	19	0	0	0	0	0	0	0	49

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	0	0	0	0	0	0	0	0	0	

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.

Behavior contracts are designed to monitor student progress towards goals.
Our school wide behavior plan provides incentives, such as
Silver Tickets, to provide positive reinforcement for 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

1. PFEP 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

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
	Parent
Janet Gomez	Education Support Employee
Kevin Kitto	Business/Community
Sharon Knowles	Principal
Jenna Emerson	Business/Community
Lucus Wilkins	Education Support Employee
Tim James	Business/Community
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

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 the previous 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 our STEM focus as strategies 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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.

Pre-K students and families are invited to attend school programs.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

Points of Strength:
1. Reading, 16% increase in Learning Gains
2. Reading, Lowest 25%,17% increase
3. Overall Reading Performance, 7% increase
4. Overall School Grade maintained

Points of Weakness:
1. Math Performance decreased 4%
2. Math Learning Gains decreased 12%
3. Math, Lowest 25%, decreased 13%
4. Science decreased 14%

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.

1. More intense emphasis on Math and Science Instruction through small group instruction and restructuring the Science instructional blocks.
2. Increased support of Math and Science Coaches for fourth and fifth grade teachers.
3. Increased support from District Reading Coach.

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 approach through small group lessons and support staff to provide differentiated instruction in all academic areas to increase the learning gains.

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 approach through small group lessons and support staff to provide differentiated instruction in all academic areas to increase the learning gains. `1a`

🔑 G098007

Targets Supported `1b`

Indicator	Annual Target
Science Achievement District Assessment	50.0
FSA Mathematics Achievement	60.0
FSA ELA Achievement	65.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	50.0
Math Gains	65.0
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal `3`

- Scheduling of our ESE teacher.

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

- County Wide ESE Support Specialist; Leadership Team

- Leadership Team and Coaches.

- Leadership Team

- Coaches, Leadership Team and Progress Monitoring.

Plan to Monitor Progress Toward G1. `8`

Formative and Summative Assessments

Person Responsible
Sharon Knowles

Schedule
Monthly, from 8/10/2017 to 5/23/2018

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 approach through small group lessons and support staff to provide differentiated instruction in all academic areas to increase the learning gains. 1

🔑 G098007

G1.B1 Scheduling of our ESE teacher. 2

🔑 B263539

G1.B1.S1 District ESE Coach will assist ESE Teacher with schedule. 4

🔑 S279098

Strategy Rationale

To ensure efficient use of time. To meet weekly with classroom teachers.

Action Step 1 5

The Leadership Team and District ESE Coach will meet to discuss a more time efficient and centralized schedule for the ESE Teacher.

Person Responsible

Lucus Wilkins

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

ESE schedule

Action Step 2 5

Collaborative teacher planning K-5 will be ongoing three times per year.

Person Responsible

Sharon Knowles

Schedule

Triannually, from 9/5/2017 to 5/21/2018

Evidence of Completion

Meeting minutes, Agenda.

Action Step 3 `5`

Resources will be provided to enhance student learning.

Person Responsible

Ashlee McIntee

Schedule

On 10/31/2017

Evidence of Completion

Purchase orders, lesson plans, student goal sheets.

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

ESE Teacher Schedule and Individual Educational Plans.

Person Responsible

Lucus Wilkins

Schedule

Weekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

The evidence will be provided through collaboration during PLC's.

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

The leadership team and classroom teachers will be monitored by walkthroughs and teacher observation.

Person Responsible

Sharon Knowles

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Minutes from the meeting provided through an excel spreadsheet.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A3 🔑 A376053	Resources will be provided to enhance student learning.	McIntee, Ashlee	10/31/2017	Purchase orders, lesson plans, student goal sheets.	10/31/2017 one-time
G1.B1.S1.A2 🔑 A376052	Collaborative teacher planning K-5 will be ongoing three times per year.	Knowles, Sharon	9/5/2017	Meeting minutes, Agenda.	5/21/2018 triannually
G1.MA1 🔑 M406626	Formative and Summative Assessments	Knowles, Sharon	8/10/2017	Progress monitoring results reflect the lesson mastery and/or revisions made based on student need.	5/23/2018 monthly
G1.B1.S1.MA1 🔑 M406624	The leadership team and classroom teachers will be monitored by walkthroughs and teacher...	Knowles, Sharon	8/10/2017	Minutes from the meeting provided through an excel spreadsheet.	5/23/2018 weekly
G1.B1.S1.MA1 🔑 M406625	ESE Teacher Schedule and Individual Educational Plans.	Wilkins, Lucus	8/23/2017	The evidence will be provided through collaboration during PLC's.	5/23/2018 weekly
G1.B1.S1.A1 🔑 A376051	The Leadership Team and District ESE Coach will meet to discuss a more time efficient and...	Wilkins, Lucus	8/10/2017	ESE schedule	5/23/2018 weekly

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 approach through small group lessons and support staff to provide differentiated instruction in all academic areas to increase the learning gains.

G1.B1 Scheduling of our ESE teacher.

G1.B1.S1 District ESE Coach will assist ESE Teacher with schedule.

PD Opportunity 1

The Leadership Team and District ESE Coach will meet to discuss a more time efficient and centralized schedule for the ESE Teacher.

Facilitator

ESE District Coach

Participants

ESE District Coach, Administration and ESE Teacher.

Schedule

Weekly, from 8/10/2017 to 5/23/2018

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	The Leadership Team and District ESE Coach will meet to discuss a more time efficient and centralized schedule for the ESE Teacher.				$0.00
2	G1.B1.S1.A2	Collaborative teacher planning K-5 will be ongoing three times per year.				$7,833.60
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300		0391 - Bethune Academy	Title, I Part A		$7,833.60
			Notes: Curriculum planning to fund substitutes			
3	G1.B1.S1.A3	Resources will be provided to enhance student learning.				$128,032.60
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100		0391 - Bethune Academy	Title, I Part A		$3,000.00
			Notes: Field Trip Experiences, on campus experiences for students			
	5100	510-Supplies	0391 - Bethune Academy	Title, I Part A		$6,500.00
			Notes: Classroom libraries			
	5100	530-Periodicals	0391 - Bethune Academy	Title, I Part A		$3,650.60
			Notes: Studies Weekly Science			
	5900		0391 - Bethune Academy	Title, I Part A		$9,021.00
			Notes: Tutoring for After-school learning			
	5100		0391 - Bethune Academy	Title, I Part A		$5,000.00
			Notes: Science and Math Resources			
	6400	100-Salaries	0391 - Bethune Academy	Title, I Part A		$67,892.00
			Notes: Literacy Coach salary			
	5100	100-Salaries	0391 - Bethune Academy	Title, I Part A		$23,924.00
			Notes: Classroom para salary			
	6400	330-Travel	0391 - Bethune Academy	Title, I Part A		$2,500.00
			Notes: Professional Development			
	5100	510-Supplies	0391 - Bethune Academy	Title, I Part A		$3,295.00
			Notes: Classroom supplies, paper/ink for istation reports initiative			
	6150	510-Supplies	0391 - Bethune Academy	Title, I Part A		$1,600.00
			Notes: PI supplies			
	6150	510-Supplies	0391 - Bethune Academy	Title, I Part A		$1,200.00
			Notes: Academic Night			
	6150	510-Supplies	0391 - Bethune Academy	Title, I Part A		$450.00
			Notes: Academic Night			

Total:	**$135,866.20**