Bethune Academy

2018-19 Schoolwide Improvement Plan

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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)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	80%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

School Board Approval

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

SIP Authority

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.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

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. We dedicate ourselves to this mission.

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.

School Leadership Team

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
McIntee, Ashlee	Instructional Coach
Bataille, Amanda	Teacher, K-12
Kobs, Mary	Instructional Coach

Duties

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

The members of the Bethune Academy Leadership Team serve all staff members as support personnel as well as liaisons for our parents, community and all other stakeholders. They meet weekly to collaborate about instructional practices and student achievement and behavior in order to problem solve and provide interventions to ensure that we maintain a systemic approach for our goals and responsibilities.

The instructional coaches plan regularly with teachers, visit classrooms, model lessons, research and provide materials and resources as needed, assist students, and provide Professional Development during our weekly PLC's as well as assigned professional development days.

Early Warning Systems

Year 2017-18

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	7	7	8	6	6	4	0	0	0	0	0	0	0	38
One or more suspensions	3	8	0	5	7	4	0	0	0	0	0	0	0	27
Course failure in ELA or Math	2	2	6	4	4	0	0	0	0	0	0	0	0	18
Level 1 on statewide assessment	0	0	0	21	22	22	0	0	0	0	0	0	0	65

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	2	3	0	3	4	5	0	0	0	0	0	0	0	17

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	0	4	0	0	0	0	0	0	0	0	0	6
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected
Tuesday 7/17/2018

Year 2016-17 - As Reported

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	

Year 2016-17 - Updated

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	

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that performed the lowest is The Lowest 25 Percent in ELA at 33%. This data indicates a trend.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline from the prior year was ELA Gains; in 2016-2017 we were at 63% and currently we are at 50% ELA Gains with a total decrease of 13%.

Which data component had the biggest gap when compared to the state average?

The data component that had the biggest gap was Math Achievement which we were at 60% and the State Average was 62%.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement was Science Achievement; In 2016-2017 we were at 44% proficiency and currently we are at 59% proficiency increasing significantly by 15%. This is a trend for us.

Describe the actions or changes that led to the improvement in this area.

We implemented an improved schedule which focused on more time dedicated to science instruction and thorough planning in grade five as well as providing intensive team teaching with the assistance of the Science Coach. In addition, the Science Coach provided ongoing support within the science lab by enhancing the core instruction with hands-on experiences. Another action that led to improvement was the integration of science curriculum in ELA.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	63%	50%	56%	53%	48%	52%
ELA Learning Gains	50%	51%	55%	47%	49%	52%
ELA Lowest 25th Percentile	33%	45%	48%	30%	42%	46%
Math Achievement	60%	58%	62%	60%	54%	58%
Math Learning Gains	54%	56%	59%	69%	52%	58%
Math Lowest 25th Percentile	45%	44%	47%	56%	41%	46%
Science Achievement	59%	53%	55%	58%	46%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	7 (3)	7 (4)	8 (6)	6 (3)	6 (1)	4 (7)	38 (24)
One or more suspensions	3 (0)	8 (4)	0 (1)	5 (4)	7 (6)	4 (6)	27 (21)
Course failure in ELA or Math	2 (0)	2 (1)	6 (0)	4 (0)	4 (0)	0 (0)	18 (1)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	21 (12)	22 (18)	22 (19)	65 (49)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	74%	51%	23%	57%	17%
	2017	64%	53%	11%	58%	6%
Same Grade Comparison		10%				
Cohort Comparison						
04	2018	59%	48%	11%	56%	3%
	2017	69%	51%	18%	56%	13%
Same Grade Comparison		-10%				
Cohort Comparison		-5%				
05	2018	59%	50%	9%	55%	4%
	2017	49%	44%	5%	53%	-4%
Same Grade Comparison		10%				
Cohort Comparison		-10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	63%	56%	7%	62%	1%
	2017	61%	58%	3%	62%	-1%
Same Grade Comparison		2%				
Cohort Comparison						
04	2018	56%	57%	-1%	62%	-6%
	2017	53%	60%	-7%	64%	-11%
Same Grade Comparison		3%				
Cohort Comparison		-5%				
05	2018	60%	56%	4%	61%	-1%
	2017	53%	47%	6%	57%	-4%
Same Grade Comparison		7%				
Cohort Comparison		7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	59%	51%	8%	55%	4%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	38			54							
ELL	49	45	46	49	35	30					
BLK	52	41	22	51	52	33	41				
HSP	68	53	50	62	48	42	75				
WHT	74	54		68	61		72				
FRL	62	46	32	54	49	37	56				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	12			28	40						
ELL	49	67		38	57	55					
BLK	51	58	36	42	41	38	27				
HSP	64	70	58	60	67	53	43				
WHT	68	60		71	64		65				
FRL	51	56	46	53	55	42	27				

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Lowest 25% in Reading.
Rationale	This area was identified as an area of focus because we are observing a decrease in proficiency for the past two years. This impacts student success negatively as it reflects on the learning of our most struggling students.
Intended Outcome	To increase proficiency in our lowest 25% to more positively reflect the state and district averages in this category.
Point Person	Sharon Knowles (sharon.knowles@polk-fl.net)

Action Step	
Description	Teachers in grades third through fifth will provide after school support for their lowest 25% for one hour. Focus Paraprofessionals and Reading Coach on fourth and fifth grade reading teachers to support small group instructional practices. Provide Ready Florida, a supplemental reading program, for all students in grades third through fifth.
Person Responsible	Sharon Knowles (sharon.knowles@polk-fl.net)

Plan to Monitor Effectiveness	
Description	Tracking students monthly with progress monitoring, such as weekly comprehension tests and Star Assessment.
Person Responsible	Sharon Knowles (sharon.knowles@polk-fl.net)

Activity #2	
Title	Learning Gains for Reading.
Rationale	This area of focus was identified from the FSA data, which showed that we are not maintaining are or improving our proficient students.
Intended Outcome	We will maintain or improve our proficient students.
Point Person	Sharon Knowles (sharon.knowles@polk-fl.net)
Action Step	
Description	Core instruction will be differentiated to enhance and enrich lessons to provide students with an understanding of concepts on their lexile level as well as focus on the depth of knowledge the standards are taught. All students in grades third through fifth will be required to set personal learning goals and monitor personal success. All students will attend parent portfolio conferences in October.
Person Responsible	Sharon Knowles (sharon.knowles@polk-fl.net)
Plan to Monitor Effectiveness	
Description	All students in grades third through fifth will develop and maintain a Data Folder. During PLC's teachers will provide samples of student work to be reviewed for the level of Depth of Knowledge. Lesson plans will be checked for a focus on small group differentiated instruction. Coaches will monitor student success and provide support to teachers on effective lessons.
Person Responsible	Sharon Knowles (sharon.knowles@polk-fl.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Portfolio Conferences
PTA Facebook Page
School Facebook
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.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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.

Morning Meetings are held in each classroom every morning to focus on the positive character traits.

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.

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.

Leadership Team 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.

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

Great American Teach-In, The WE3 EXPO, Miracle Toyota, CEMEX, Ribs on the Ridge, Chamber of Commerce.

Part V: Budget	
Total:	**$7,000.00**