Mary M Bethune Elementary School

2018-19 Schoolwide Improvement Plan

Table of Contents

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)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	96%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

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

School Board Approval

This plan is pending approval by the Broward 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.

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.

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.

School Leadership Team

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

Name	Title
Williams, Latosha	Principal
Eames, Theon	Assistant Principal
Pellecer, Gloria	Instructional Coach
Jenkins, Nikitress	Instructional Coach
Solano-Millar, Faustina	School Counselor

Duties

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

Latosha Williams ~ Principal: Supervise all instructional and operational processes, procedures and systems. Supervise instructional rigor and monitor student progression. Coach and support instructional coaches to ensure student achievement success. Collaborate with stakeholders regarding school progress. Celebrate successes. Collaborate with leadership team, classroom teachers, and push in support staff to ensure all students are receiving rigorous instruction and support needed for growth in content areas .

Theon Eames ~ Assistant Principal: Manage operational processes and procedures. Supervise Pre K ~ 2nd grade instructional rigor. Develop schedules for operational day and events. Evaluate staff; Handle student discipline. Collaborate with leadership team, classroom teachers, and push in support staff to ensure all students are receiving rigorous instruction and support needed for growth in content areas.

Nikitress Jenkins ~ Reading Coach: Coach and support instructional teachers to ensure student achievement and growth in ELA in grades K -5th. Facilitate professional learning communities to enhance teacher knowledge on planning and implementing data driven instruction. Collaborate with leadership team, classroom teachers, and push in support staff to determine instructional direction in ELA. Gather, analyze and monitor student ELA progression and assessments.

Gloria Pellecer ~ Math & Science Coach: Coach and support instructional teachers to ensure student

achievement and growth in Math and Science in grades K -5th. Facilitate professional learning communities to enhance teacher knowledge on planning and implementing data driven instruction. Collaborate with leadership team, classroom teachers, and push in support staff to determine instructional direction in Math & Science. Gather, analyze and monitor student Math & Science progression and assessments.

Faustina Solano ~ Guidance Counselor: Provide guidance and support to staff regarding motivating students and effectively interacting with students social and emotional being. Facilitate and monitor the Rti process to ensure struggling students are receiving timely interventions. Seek community partners to provide incentives and support for students to celebrate their success. Collaborate with leadership team, classroom teachers, and push in support staff to ensure students are receiving the social and emotional support needed for growth in character.

The leadership team will be the essential point of contact to ensure quality teaching and learning is being fully implemented in each classroom. Professional learning communities will be developed and facilitated based on teacher needs and student data. Instructional teachers will be provided a calendar of dates to analyze student data and make decisions on effective instructional strategies through a facilitated process using a rubric.

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	20	13	11	14	7	14	0	0	0	0	0	0	0	79
One or more suspensions	0	3	5	4	2	1	0	0	0	0	0	0	0	15
Course failure in ELA or Math	0	0	0	38	37	41	0	0	0	0	0	0	0	116
Level 1 on statewide assessment	0	0	0	36	42	41	0	0	0	0	0	0	0	119

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	10	10	4	8	2	8	0	0	0	0	0	0	0	42

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	3	5	4	10	0	0	0	0	0	0	0	0	0	22
Retained Students: Previous Year(s)	3	5	8	11	8	6	0	0	0	0	0	0	0	41

Date this data was collected

Monday 7/16/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	15	20	17	9	8	14	0	0	0	0	0	0	0	83
One or more suspensions	1	13	0	4	7	7	0	0	0	0	0	0	0	32
Course failure in ELA or Math	0	0	0	45	55	37	0	0	0	0	0	0	0	137
Level 1 on statewide assessment	0	0	0	41	39	30	0	0	0	0	0	0	0	110

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students exhibiting two or more indicators	7	17	6	6	8	14	0	0	0	0	0	0	0	58

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 was ELA. This was not a trend. Bethune Elementary School has gone back and forth for the last few years. The ELA Achievement Levels in 2015 was 40%, Achievement Levels went down in 2016 to 32% then, went back up in 2017 to 40%, and back down again in 2018 to 30%. For ELA Learning Gains Bethune Elementary School saw the most drastic differences. In 2016 the Learning Gains were
30%, they increased 29% in 2017 to 59%, and then back down again in 2018 to 37%. The Lowest Quartile students also saw drastic differences with 25% in 2016, 57% in 2017, and 29% in 2018.

Which data component showed the greatest decline from prior year?

ELA was the area that showed the greatest decline when you calculate each of the areas for the school grade; Achievement Level, Learning Gains, and Lowest quartile Learning Gains. The Achievement Level percentage went down 10% from 2017 to 2018. The Learning Gains component went down 22% from 2017 to 2018, and the Lowest quartile Learning Gains component went down 23% from 2017 to 2018.

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

ELA data showed the biggest gap when compared to the state-wide data. There was a difference of 26% between ELA school data and state data averages. Science was also not far behind with a difference of 23% between science school data and state data average.

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

The data does not show improvement in any areas. However, the best performance was shown with the math data. This data was the closest to past years data in which we achieved a School Grade of "C". The math data for achievement level was 44% with math learning gains at 58%. The lowest area for Math was in the Lowest quartile learning gains. This data showed 33% which was down 23% from the previous year.

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

Although we did not show improvement in any areas, math was our best area of achievement. Math is an area the school has been working hard on the last two years with the adoption of programs that are continuously monitored and done with fidelity in Grades 3-5. All of our teachers have attended training for new materials as well as have had classroom modeled demonstrations.

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	30%	56%	56%	32%	50%	52%
ELA Learning Gains	37%	57%	55%	30%	52%	52%
ELA Lowest 25th Percentile	29%	51%	48%	25%	45%	46%
Math Achievement	44%	62%	62%	37%	57%	58%
Math Learning Gains	58%	60%	59%	34%	58%	58%
Math Lowest 25th Percentile	33%	47%	47%	17%	45%	46%
Science Achievement	32%	49%	55%	7%	43%	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	20 ()	13 ()	11 ()	14 ()	7 ()	14 ()	79 (0)
One or more suspensions	0 ()	3 (0)	5 (0)	4 (0)	2 (0)	1 (0)	15 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	38 (0)	37 (0)	41 (0)	116 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	36 (0)	42 (0)	41 (0)	119 (0)

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	33%	59%	-26%	57%	-24%
	2017	33%	57%	-24%	58%	-25%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	24%	58%	-34%	56%	-32%
	2017	33%	56%	-23%	56%	-23%
Same Grade Comparison		-9%				
Cohort Comparison		-9%				
05	2018	31%	56%	-25%	55%	-24%
	2017	42%	54%	-12%	53%	-11%
Same Grade Comparison		-11%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	44%	63%	-19%	62%	-18%
	2017	34%	61%	-27%	62%	-28%
Same Grade Comparison		10%				
Cohort Comparison						
04	2018	39%	63%	-24%	62%	-23%
	2017	36%	64%	-28%	64%	-28%
Same Grade Comparison		3%				
Cohort Comparison		5%				
05	2018	46%	62%	-16%	61%	-15%
	2017	50%	60%	-10%	57%	-7%
Same Grade Comparison		-4%				
Cohort Comparison		10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	31%	51%	-20%	55%	-24%
	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	9	25	29	17	42	33	7				
ELL	12	60		29	45						
BLK	29	37	22	45	58	32	29				
HSP	27	29		39	59		45				
WHT	50			50							
FRL	31	37	30	44	59	33	33				

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	14	45	50	32	71	91	31				
ELL	19	39		25	78						
BLK	39	58	60	42	64	51	37				
HSP	39	55		67	74						
WHT	44	75		44	75						
FRL	39	58	59	44	66	58	38				

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	High Quality Instruction
Rationale	Bsse on our trend data, the following is evident. ELA proficiency has been a challenge at our school. Students are not demonstrating proficient knowledge of ELA skills and Florida Standards needed to score a level 3 or above on state standardized assessments and local district assessments. ELA proficiency has been 40% and below in grades 3 - 5 for the past three years and less than 50% of the students in primary grades are demonstrating proficiency on the end of the year assessments. Under 50% of our students are not proficient in math based on state and district assessments. In addition, students in the lower quartile are not demonstrating significant growth. Inconsistency in fifth grade student's science proficiency scores. In addition, less than 50% of fifth grade students are scoring below proficiency of the state standardized assessment. There is a need to embed Science into grades K ~ 5 to ensure students are receiving quality science instruction in grades K - 5.
Intended Outcome	The intended outcome for ELA will be to increase student ELA proficiency on state and district assessments as listed below. Primary (K-2) ~ At least 55% of the students in each class will demonstrate proficiency. Intermediate (3-5) ~ 50% of the students in grades 3-5 will receive a 3 or above on the ELA state standardized assessment. The intended outcome for Math will be to increase student Math proficiency on state and district assessments as listed below. Primary (K-2) ~ At least 55% of the students in each class will demonstrate proficiency. Intermediate (3-5) ~ 50% of the students in grades 3-5 will receive a 3 or above on the Math state standardized assessment. The intended outcome for Science will be to obtain at least 50% of fifth grade students will receive a 3 and above on the state science standardized assessment.
Point Person	Latosha Williams (latosha.williams@browardschools.com)
Action Step	
Description	Provide staff development to ensure knowledge of baseline data, instructional plan and maximum usage of resources. This staff development will be provided through weekly learning communities and will focus on data driven instruction. Student work samples will e analyzed to determine proficiency and action planning will be completed to ensure instruction is aligned to standards and students need. This will be completed in ELA, math and science. Ensue all students and teachers have access to resources. *Computers to ensure students can go on iREADY, SchoolCity, WriteScore, and ACALETICS. Schedule a time certain into the instructional day schedule to ensure standards are being taught in a significant amount of time. This will be monitored through administrative walk throughs. Monitor student usage of resources through weekly reports, observations, and progression. Revise instructional direction and strategies based on progress monitoring data.

Person Responsible	Nikitress Jenkins (nikitress.l.jenkins@browardschools.com)

Plan to Monitor Effectiveness

Description	Continuously conduct walk throughs to monitor instructional effectiveness and student engagement. Review student usage of resources on a weekly basis. Analyze student progression biweekly. Collaborate with instructional coaches and classroom teachers to plan instructional focus based on data.
Person Responsible	Latosha Williams (latosha.williams@browardschools.com)

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.

Building relationships with stakeholders is an essential piece to achieving a school that is of quality where student achievement is effective and embedded. There will be various opportunities provided for stakeholders to meet regarding the school's mission, vision and current academic progression. The school's mission and vision will be revisited at the beginning of the school year to ensure it is known to all stakeholders. Stakeholder input will be gathered through various means. This will be executed through focus groups, surveys, chew and chats, and newsletters. Stakeholders will have the opportunity to provide input on how our school is performing and ways to make our school better.

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.

The school will ensure the social-emotional needs of all students are being met by ensuring the staff has knowledge of and understand the five core competencies of Social Emotional Learning (SEL).
1. Recognize one's emotions, values, strengths, and limitations
2. Manage emotions and behaviors to achieve one's goals
3. Show understanding and empathy for others
4. Form positive relationships, work in teams, deal effectively with conflict
5. Make ethical, constructive choices about personal and social behavior
Staff development will be provided continuously to ensure operational practices are aligned with the 5 core competencies listed above. Classroom teachers will be given a curriculum to follow the first two weeks of school. The curriculum will focus on introducing the students to the SEL core competencies and set a foundation of student expectations and support . Teacher training and support will include weekly inserts in newsletter to staff for review and knowledge enhancement.

Mentoring groups will be formed to address the following.

Anger Mangagement
Coping Strategies
Goal Setting
Social Skills in a Variety of Settings
Decision Making

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

Bethune Elementary is an Early Head Start through Fifth Grade school. Our Early Head Start classes service babies 2 months to two years of age. In addition, Bethune has four Head Start classes consisting of students two and 3 years of age. With the Early Head Start and Head Start program on site, we are able to collaborate and communicate with stakeholders on a continuous basis regarding readiness for school and the essential skills incoming kindergarten students should know to achieve academic success. Bethune is located directly across the street from Attucks Middle School. This close proximity provides the school the opportunity to meet with the Guidance Counselor, Magnet Coordinator, and Lead Teachers to communicate effective transition and essentials of what an incoming middle school student needs to know and have to be successful. This meeting takes place at the end of the academic school year.

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.

Student progression data and teacher input is essential in identifying resources needed to meet students needs. Instructional materials are reviewed and analyzed to ensure alignment with Florida Standards and students skill deficit. Professional learning is always included to ensure materials are being used effectively. Daily instructional schedules are created to ensure effective use of time, monitor effectiveness of materials used and instruction. Instructional schedules also assists with ensuring appropriate pacing is applied.

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

Bethune strategically seeks partners to promote college and career readiness to all students. Through our partnership with KAPOW, students are given the opportunity to receive a variety of lessons on a specified career. As a culminating activity, the students participate in an onsite field experience of the specified career the lessons highlighted. In addition, students are exposed to various artist through our Turn Around Arts program. Artist such as Black Violin and John Lloyd Young walked through the classrooms to speak to the students about the importance of education, study habits and character. Several community partners purchased books to replenish the classroom library and send each family home with a bag of books if they attended a family night and School Advisory Council meeting.In addition, the books were purchased to instill the love of reading in our students.

Part V: Budget

Total:	**$231,040.00**