Bethune Academy

2021-22 Schoolwide Improvement Plan

Table of Contents

Bethune Academy

900 AVENUE F, Haines City, FL 33844

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

Demographics

Principal: Robin Hewitt

Start Date for this Principal: 7/24/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (52%) 2017-18: C (52%) 2016-17: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Table of Contents

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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		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 lea
We expect all learners to attend and show effort, meet the required curriculum, develop responsibility, citizenship
and leadership. We dedicate ourselves to the success of this mission.

Provide the school's vision statement.

To be a leader in Science, Technology, Engineering and Mathematics (STEM) education by preparing critical and
creative thinkers to meet the challenges through innovation and collaboration.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school
leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Hewitt, Robin	Principal	Robin Hewitt is an instructional leader of Bethune Academy. She consistently works to support staff through instructional dialogue, progress monitoring of instruction and sustaining a positive culture and community.
Wilkins, Lucus	Assistant Principal	Lucas Wilkins is the Assistant Principal and helps and helps implement the vision and th mission of the instructional leader. As the Assistant principal, he works to support teache in planning curriculum and instruction.
	Instructional Coach	Christine Klupp is the Reading Interventionist. She supports the implementation and fide of the Reading interventions including Leveled Literacy Intervention Curriculum but not limited to. Mrs. Klupp works with teachers, by providing coaching, instructional resource and strategies.
Williams, Nicole	School Counselor	Nicole Williams is the Guidance Counselor for Bethune Academy. She works to provide and maintain a positive culture and school community through classroom guidance and small group instruction. Nicole maintains MTSS and progress monitoring of goals to ens the fidelity of the process.
Nieves, Itzy	Teacher, ESE	Provides support with our understanding of ESE compliance issues.

Demographic Information

Principal start date
Saturday 7/24/2021, Robin Hewitt

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective
Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.
0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note:*
UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.
4

Total number of teacher positions allocated to the school
31

Total number of students enrolled at the school
455

Identify the number of instructional staff who left the school during the 2020-21 school year.
24

Identify the number of instructional staff who joined the school during the 2021-22 school year.
23

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													To
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	72	69	69	69	83	82	0	0	0	0	0	0	0	4
Attendance below 90 percent	5	12	5	5	13	11	0	0	0	0	0	0	0	5
One or more suspensions	0	0	0	0	0	3	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	4	17	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	16	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	9	30	19	13	22	0	0	0	0	0	0	0	9

The number of students with two or more early warning indicators:

Indicator	Grade Level													Tot
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	6	7	4	5	29	0	0	0	0	0	0	0	51

The number of students identified as retainees:

Indicator	Grade Level													Tot
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	1	4	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 6/24/2021

2020-21 - As Reported

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

Indicator	Grade Level													To
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	69	79	74	69	73	90	0	0	0	0	0	0	0	45
Attendance below 90 percent	5	12	5	5	13	11	0	0	0	0	0	0	0	5
One or more suspensions	0	0	5	6	4	14	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	4	4	17	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	16	0	0	0	0	0	0	0	1
December Star 2019 ELA Level 1	0	0	0	10	6	12	0	0	0	0	0	0	0	2
December Star 2019 Math Level 1	0	0	0	8	6	12	0	0	0	0	0	0	0	2

The number of students with two or more early warning indicators:

Indicator	Grade Level													Tot
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	1	7	8	22	0	0	0	0	0	0	0	39

The number of students identified as retainees:

Indicator	Grade Level													Tot
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

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

Indicator	Grade Level													To
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	69	79	74	69	73	90	0	0	0	0	0	0	0	45
Attendance below 90 percent	5	12	5	5	13	11	0	0	0	0	0	0	0	5
One or more suspensions	0	0	5	6	4	14	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	4	4	17	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	16	0	0	0	0	0	0	0	1
December Star 2019 ELA Level 1	0	0	0	10	6	12	0	0	0	0	0	0	0	2
December Star 2019 Math Level 1	0	0	0	8	6	12	0	0	0	0	0	0	0	2

The number of students with two or more early warning indicators:

Indicator	Grade Level													Tot
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	1	7	8	22	0	0	0	0	0	0	0	39

The number of students identified as retainees:

Indicator	Grade Level													Tot
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	1	4	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	4	0	0	0	0	0	0	0	4

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	Sta
ELA Achievement				56%	51%	57%	63%	50%	56
ELA Learning Gains				52%	51%	58%	50%	51%	55
ELA Lowest 25th Percentile				43%	49%	53%	33%	45%	48
Math Achievement				57%	57%	63%	60%	58%	62
Math Learning Gains				60%	56%	62%	54%	56%	59
Math Lowest 25th Percentile				43%	47%	51%	45%	44%	47
Science Achievement				50%	47%	53%	59%	53%	55

Grade Level Data Review - State Assessments
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	2021					
	2019	63%	52%	11%	58%	5%
Cohort Comparison						
04	2021					
	2019	58%	48%	10%	58%	0%
Cohort Comparison		-63%				
05	2021					
	2019	49%	47%	2%	56%	-7%
Cohort Comparison		-58%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	54%	56%	-2%	62%	-8%
Cohort Comparison						
04	2021					
	2019	55%	56%	-1%	64%	-9%
Cohort Comparison		-54%				
05	2021					
	2019	60%	51%	9%	60%	0%
Cohort Comparison		-55%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	50%	45%	5%	53%	-3%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

STAR Fall, Winter and Spring data was used to compile the data below. Both Elearning and Brick and Mortar student data are included.

Kindergarten- Star Early Lit
1st Grade- Star Early Lit & STAR
2nd Grade STAR Early Lit, Start Reading, STAR Math
3rd Grade STAR Reading, STAR Math
4th Grade STAR Reading, STAR Math, SC Quarterlies
5th Grade STAR Reading, STAR Math, SC Quarterlies

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	57	73	62
	Economically Disadvantaged	53	65	61
	Students With Disabilities	NA	NA	NA
	English Language Learners	55	70	68
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	79	75	58
	Economically Disadvantaged	72	71	53
	Students With Disabilities	NA	NA	NA
	English Language Learners	85	65	53

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	80	90	74
	Economically Disadvantaged	92	100	78
	Students With Disabilities	NA	NA	NA
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	55	58	43
	Economically Disadvantaged	44	49	30
	Students With Disabilities	50	67	25
	English Language Learners	41	60	29

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	62	51	52
	Economically Disadvantaged	65	49	52
	Students With Disabilities	20	NA	NA
	English Language Learners	50	43	33
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	51	59	46
	Economically Disadvantaged	53	60	46
	Students With Disabilities	20	40	25
	English Language Learners	38	38	43

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	57	63	52
	Economically Disadvantaged	49	55	45
	Students With Disabilities	30	30	22
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	61	61	54
	Economically Disadvantaged	57	55	51
	Students With Disabilities	20	40	30
	English Language Learners	50	43	43

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	55	55	54
	Economically Disadvantaged	50	47	53
	Students With Disabilities	50	NA	50
	English Language Learners	56	50	62
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	56	51	56
	Economically Disadvantaged	55	55	56
	Students With Disabilities	50	NA	NA
	English Language Learners	50	63	50
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	na	na	na
	Students With Disabilities	na	na	na
	English Language Learners	na	na	na

Subgroup Data Review

2021 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 2019-20	C & Acc 2019
SWD	18			18							
ELL	49	41		42	53		47				
BLK	40	48	45	38	29	13	19				
HSP	59	52		47	48		60				
WHT	78	47		55	53		71				
FRL	51	58	42	41	53	23	43				
2019 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 2017-18	C & Acc 2017
SWD	27			27							
ELL	45	37	40	56	61	40	39				
BLK	37	49	48	37	49	42	44				
HSP	60	47	36	64	63	44	51				

				2019 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 2017-18	C & Acc 2017
WHT	75	58		71	73		50				
FRL	46	46	39	44	52	40	44				
				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 & Acc 2016
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	4
OVERALL Federal Index Below 41% All Students	N
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	5
Total Points Earned for the Federal Index	34
Total Components for the Federal Index	8
Percent Tested	99

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	1
Students With Disabilities Subgroup Below 41% in the Current Year?	YE
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	4
English Language Learners Subgroup Below 41% in the Current Year?	N
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	3
Black/African American Students Subgroup Below 41% in the Current Year?	YE
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	5
Hispanic Students Subgroup Below 41% in the Current Year?	N
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	6
White Students Subgroup Below 41% in the Current Year?	N
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	4
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The trends that emerged across grade levels based on the state assessments are that the ELA subgroups - decreased except white and Math subgroups- decreased except white/Hispanic / ELL. Additionally, the STAR ELA decreased in the Spring from the Fall diagnostic.

Based on the 2021 3rd Grade ELA FSA Math Assessment, 31% of our 3rd grade students scored a level 3 or above. The district level 3 or above was 44% and state was 51%,

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data components that demonstrated the greatest need for improvement based on the Winter and Spring STAR data were the 3rd Grade Math STAR declined in all content areas for subgroups with the exception of E ELL learners need additional support in 4th grade. Additionally, the 2019 Student with Disabilities (ESE) 27% students made learning gains. Moreover, the Math STAR data in 1st grade decline significantly (-17 pts.) and Math STAR data in 2nd grade declines significantly (-16pts.). Finally, the Math STAR data in ESE declined in grade (-42. pts.)

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

- Begin the year with half of students and teachers participating in Elearning instruction.
- Loss of instruction from Spring 2020 at the start of the Pandemic.
- New instructional technology platform.

- Core instruction of Math in Primary
- Teacher attendance & Student attendance due to quarantine
- New to the content for some primary teachers.

New Actions:

- Progress monitoring-

Provide remediation - small group tutoring
*** Training for small group/differentiated instruction

Professional Development- MTSS --- Process and fidelity, resources
- (LLI) Leveled Literacy Supplemental resource

- Progress monitoring -- school wide progress monitoring tool
Professional Development in Math using Math in Practice Resources to assist with teacher understanding of t standards, creation of anchor charts and application of the standard.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on the 2019 FSA state assessment data the 3rd grade showed the most improvement with 63% scoring level 3 or higher.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors to this significant improvement were staff sustainability and instructional practices. Supporting students in small group instruction and professional development in Reading.

What strategies will need to be implemented in order to accelerate learning?

The actions that need to be implemented in order to accelerate learning is professional development with Reading B.E.S.T. Benchmarks, CHAMPS and Progress monitoring to set the learning environment, Additionally we will have training on the BEST Benchmarks to understand the state goal.
Finally, we will have trainings on STAR, FSA, BEST Assessments, ISIP, Freckle, and Smart Ants, to connect teaching and learning to assessments.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The teachers will participate in a Teacher Retreat with a focus on student inquiry through engagement while using interactive math/science notebooks.

- The teacher will also participate in professional development on effective Professional Learning Communities
- Differentiated Instruction in small groups and progress monitoring
- Professional Development on the resource " Next Steps in Guided Reading."
- Professional Development on Level Literacy Instruction
- Professional Development on Hattie's work and the Effect size of small differentiated instruction
- Instructional support through tiering of teachers and coaching cycles for acceleration and remediation of teachers.
- Reflex PD Math Train on using technology to support students understanding of basic math facts.
- Professional Development Training on the Mathematics Instructional Block/ Planning for the "how" in instruction, Teachers will also use PLCs to create anchor charts and Exit tickets that will be used to monitor instruction.
- Math PLCs using the resource "Math in Practice" guides to assist with building teacher understanding of the standards and various strategies that could be used to move instruction in whole group and small group.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

- We will launch school wide trainings on Trauma Informed Care to support with the barriers that impact teaching and learning provided by our mental health counselor.
- Weekly calendar PLCs with targeted focus on small group, MTSS, progress monitoring etc.. using Math in Practice Resource and Next steps in Guided Reading.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:

Historically, student learning in the bottom quartile and high achieving students have been an area of opportunity. Our teachers have done well providing Tier 1 instruction to students as a whole. Professional development for differentiated learning and progress monitoring has been an area of opportunity. During FSA ELA for 2019, there was a 10% increase in Bethune's bottom quartile. It was an improvement, but still remain below the district and state average.

Students in the bottom quartile in Math FSA 2019 scored 43%. This was a 2% decrease from the year before.

During the 2019 school year 27% of our ESE made learning gains.

School Grade Component 2019 2018
School District State School District State School District State

ELA Achievement 56% 51% 57% 63% 50% 56%
ELA Learning Gains 52% 51% 58% 50% 51% 55%
ELA Lowest 25th Percentile 43% 49% 53% 33% 45% 48%

Math Achievement 57% 57% 63% 60% 58% 62%
Math Learning Gains 60% 56% 62% 54% 56% 59%
Math Lowest 25th Percentile 43% 47% 51% 45% 44% 47%
Science Achievement 50% 47% 53% 59% 53% 55%
Achievement

Measurable Outcome:

On FSA 2022, at least 48% of students in the bottom quartile will make learning gains in Reading and Math.

Monitoring:

- We will use weekly exit tickets to progress monitor student understanding toward learning goals in Math and Reading.
- District quartilies in Math and Reading
- STAR assessment (Fall, Winter and Spring)
- Student data quarterly data chats
- PLC focused on bottom quartile students and systems of support provided

Person responsible for monitoring outcome:

Lucus Wilkins (lucus.wilkins@polk-fl.net)

Evidence-based Strategy:

Using reading materials at varying readability levels;
Putting text materials on tape;
Using vocabulary lists at readiness levels of students;
Presenting ideas through both auditory and visual means;
Meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners.
Use of Level literacy Intervention for identified Tier 2 and Tier 3 students
Use of color coded Anchor charts that include examples of various math strategies and problem solving.

Use of manipulatives to build a concrete understanding.
Teachers will use Math in practice books as a resource to support their understanding of the standar
and specific strategies used to teach, reteach and enrich the learning outcomes.

Rationale for Evidence-based Strategy:

Resources are differentiated based on the specific need and skill deficit for individual student.
Teacher will use diagnostic assessment to create a specific plan of action to present and scaffold the
lesson for the student.

Action Steps to Implement

Level Literacy instruction Intervention

Person Responsible Lucus Wilkins (lucus.wilkins@polk-fl.net)

Use of Reading resources at varied readability levels.
Putting text materials on tape;
Using vocabulary lists at readiness levels of students;
Presenting ideas through both auditory and visual means;
Meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners.

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	School Grade Component 2019 2018 School District State School District State School District State Math Achievement 57% 57% 63% 60% 58% 62% In the Spring 2021 STAR data there was a decline in the data from the Winter STAR. Throughout t[...] year, students were working from home and school due to covid. More students were on campus receiving instruction during the Spring STAR, which would provide a more accurate progress monitoring resource.
Measurable Outcome:	Students will score at least 60% in math proficiency on the 2022 FSA. Students will increase at least 10% in grades 1-5 on the Spring 2022 STAR assessment.
Monitoring:	The math area of focus will be monitored through weekly exit tickets, STAR assessments and distr[...] quarterly assessment in Math.
Person responsible for monitoring outcome:	Lucus Wilkins (lucus.wilkins@polk-fl.net)
Evidence-based Strategy:	- Students will receive weekly support through Reflex to assist with student understanding of Fast Facts in addition, subtraction, multiplication and division. - Focused PLC on unpacking the standard and differentiated support for students - Professional develop on the use of Math in Practice to support teachers with strategies and resources on teaching grade level standards and beyond. - Training in interactive notebooks in Mathematics -Use the Think-Pair-Share Strategy. Make Time for Journaling.
Rationale for Evidence-based Strategy:	Designing effective instruction in mathematics involves balancing understanding of mathematical concepts with procedural fluency. Effective instruction involves intentional approaches, strategies, and learning activities based on mathematical and pedagogical knowledge and understanding of studen[...] learning modalities.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state an provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Incl how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on the Safe Schools for Alex.org, discipline data for Bethune Academy, states there are .074 incidents per 100 students. We are listed as #858 out of 1,395 Elementary schools in the state of Florida a #85 out of 116 Elementary schools in the county. We are ranked as a HIGH school for incidents. Violent incidents were reported .074 out of every 100 students. There were no incidents of Property and c Drug.

As a school, we are working with the district office to review our PBIS systems and develop a framework implementing and progress monitoring our PBIS system and school wide data.

This includes, but are not limited to the following:

- School wide CHAMPS Training during Preplanning-
- Signage in classroom and campus ride regarding transitional procedures and expectations
- Scheduled monthly PBIS celebrations
- Clearly identified school wide Tier I Behavior system

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learnin conditions that meet the needs of all students, people who are sure of their roles and relationships student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive scho culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, socia services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Bethune Academy school is building a positive school culture and environment that reflects a positive culture and climate. We are invested in hiring the best and brightest staff members. Our new collective vision and mission cente around building student and staff leaders that focus on achievement. The school is creating a theme for the year tha focus on teamwork, achievement, equity and diversity in a supportive school environment. The culture will focus on consulting various stakeholder including community partners, business leaders, churches and establishing a new ar strong and productive PTA.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Our school Guidance Counselor will support students and families through providing ongoing guidance in small grou and guidance support.

The school is implementing a robust Multi-tiered systems of support including Trauma informed care, CHAMPS

system, and Positive Behavior Intervention Systems. Additionally, we are creating a culture and climate that promote healthy choices through STEM and Red Ribbon Week.

We are also working with parents to charter a new PTA for the 2021-2022 School Year.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	$0
2	III.A.	Areas of Focus: Instructional Practice: Math	$0
		Total:	$0