Bethune Academy

2022-23 Schoolwide Improvement Plan

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Bethune Academy

900 AVENUE F, Haines City, FL 33844

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

Demographics

Principal: Robin Hewitt

Start Date for this Principal: 7/7/2020

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: B (54%) 2018-19: C (52%) 2017-18: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 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	88%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		C	C

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SIP Authority

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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 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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Hewitt, Robin	Principal	Instructional leader and supervisor of everyday student, teacher and staff activities. Provides guidance on the everyday overseeing of the building and management of daily task from teachers and staff.
Williams, Nicole	School Counselor	Provide individual counseling and group guidance to help students cope effectively personal, social, academic, career, and family concerns. 2. Consult with parents, teacher, administrators, and supporting agencies concerning the needs and abilities of students.
Nieves, Itzy	Teacher, ESE	responsible for organizing and implementing an instructional program to meet the needs of children identified as eligible for exceptional student education services and meeting the duties of teaching as outlined in laws and policies.

Demographic Information

Principal start date
Tuesday 7/7/2020, Robin Hewitt

Number of teachers with a 2022 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 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
5

Total number of teacher positions allocated to the school

21

Total number of students enrolled at the school

401

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

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	72	51	58	72	68	74	0	0	0	0	0	0	0	395
Attendance below 90 percent	16	14	7	10	8	14	0	0	0	0	0	0	0	69
One or more suspensions	0	0	0	0	0	0	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 2022 statewide FSA ELA assessment	0	0	0	25	17	15	0	0	0	0	0	0	0	57
Level 1 on 2022 statewide FSA Math assessment	0	0	0	29	24	27	0	0	0	0	0	0	0	80
Number of students with a substantial reading deficiency	0	0	0	50	43	47	0	0	0	0	0	0	0	140

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

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

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	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	

Date this data was collected or last updated

Wednesday 8/31/2022

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	
Number of students enrolled	72	69	69	69	83	82	0	0	0	0	0	0	0	444
Attendance below 90 percent	5	12	5	5	13	11	0	0	0	0	0	0	0	51
One or more suspensions	0	0	0	0	0	3	0	0	0	0	0	0	0	3
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	25
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	16	0	0	0	0	0	0	0	17
Number of students with a substantial reading deficiency	0	9	30	19	13	22	0	0	0	0	0	0	0	93

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

Indicator	Grade Level													Total
	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													Total
	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	

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	
Number of students enrolled	72	69	69	69	83	82	0	0	0	0	0	0	0	444
Attendance below 90 percent	5	12	5	5	13	11	0	0	0	0	0	0	0	51
One or more suspensions	0	0	0	0	0	3	0	0	0	0	0	0	0	3
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	25
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	16	0	0	0	0	0	0	0	17
Number of students with a substantial reading deficiency	0	9	30	19	13	22	0	0	0	0	0	0	0	93

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

Indicator	Grade Level													Total
	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													Total
	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	54%	47%	56%				56%	51%	57%
ELA Learning Gains	63%						52%	51%	58%
ELA Lowest 25th Percentile	59%						43%	49%	53%
Math Achievement	51%	42%	50%				57%	57%	63%
Math Learning Gains	60%						60%	56%	62%
Math Lowest 25th Percentile	45%						43%	47%	51%
Science Achievement	45%	49%	59%				50%	47%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	63%	52%	11%	58%	5%
Cohort Comparison		0%				
04	2022					
	2019	58%	48%	10%	58%	0%
Cohort Comparison		-63%				
05	2022					
	2019	49%	47%	2%	56%	-7%
Cohort Comparison		-58%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	54%	56%	-2%	62%	-8%
Cohort Comparison		0%				
04	2022					
	2019	55%	56%	-1%	64%	-9%
Cohort Comparison		-54%				
05	2022					
	2019	60%	51%	9%	60%	0%
Cohort Comparison		-55%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	50%	45%	5%	53%	-3%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	17	31		17	46						
ELL	52	71		43	74		42				
BLK	44	58	52	49	55	39	39				
HSP	60	65		53	71	67	52				
WHT	75	80		50	47						
FRL	47	57	52	47	56	43	44				
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 & C Accel 2019-20
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 & C Accel 2017-18
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				
WHT	75	58		71	73		50				
FRL	46	46	39	44	52	40	44				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	69
Total Points Earned for the Federal Index	446
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	59
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Collectively there was a +87 pt. gain in Reading and Math bottom quartile and learning gains.

Math- 54% of our 3rd students scored 3 or higher on FSA Math
56% of our 4th grade students scored 3 or higher on FSA Math
44% of our 5th grade students scored 3 or higher on FSA Math

- There was a 7% drop in 5th Grade Proficiency in Math

ELA
51% of our 3rd grade students scored 3 or higher on FSA ELA
58% of our 4th grade students scored 3 or higher on FSA ELA
52% of our 5th grade students scored 3 or higher on FSA ELA

3rd and 5th grade 3maintained proficiency on the 2022 FSA ELA. 4th grade increased by 2% on the 2022 FSA ELA.

All of our ESSA subgroups were 41% or higher except students with disabilities (28%)

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

3rd and 5th grade ELA learning gains.

Current 5th grade students for the 2022/2023 school year. 4th grade students for the year 2021/2022 had an increase of 1% for math proficiency.

28% of our Exceptional students with disabilities showed growth.

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

Contributing factors:
Teacher training and experience, knowledge of content pedagogy and best practices. Eighteen category 1 teachers including four international new to the state and country.

New actions are based on 3rd and 5th grade ELA learning gains of zero.
Fourth grade students for the year 2021/2022 had an increase of 1% for math proficiency.

New Actions:
Small group instruction, differentiation support for FSA level 1 and level 2 as well as enrichment students.
Power Hour based on needs of students.
Providing ESE teachers with access to student data in Renaissance by grade level, content, and benchmark. Instructional strategies will be aligned to student need.
Continue to analyze data and create differentiated small group instruction for remediation and enrichment.
Continue to analyze grade level student work samples to ensure benchmark task alignment.
Walkthroughs focused on small group differentiated instruction aligned to the grade level benchmark.
Teacher training based on small group differentiation, ARC framework, Power Hour and progress monitoring with next steps.
Implementation of LLI for Tier 2 and Tier 3 students

Math: Improve upon remediation instruction for prior grade level focus skills in math. Emphasis on math facts, procedural fluency, and context of word problems.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

There was a 23% increase in 3rd grade math gains based on the 2022 FSA Assessment.

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

Reflex Math, What's my Place, What's my Value and Fraction Bait were resources purchased and monitored throughout the year.

Bethune Academy offered after school tutoring. PLC focus was on standard task alignment and differentiated instruction.

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

Strategies needed to accelerate learning consisted of differentiated support for enrichment and support for level 1s and 2s.
Professional development needed for technology (reflex, freckle.)
To learn to use for the full intent of resources provided.
Professional Development in Classroom Management with a focus on PBIS.

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.

- Training during Preplanning on the following:
* CHAMPS
* Harmony
* Class Do Jo

* Reflex
* Training on the BEST Benchmarks and the Learning ARC
* Training expectations of (Standard Operating Procedures.)
* Training on Freckle and Renzulli Learning
* Training on the use of technology in a 1:1 classroom

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

Through the use of our academic coaches in Math and ELA. They will work to support teachers with benchmark task alignment. Coaching cycles with a focus on gradual release and implementation of the benchmarks and Math and ELA block.

Use of Region 2 Senior Coordinator to provide support in ELA & Math planning. Also, the coordinators will provide feedback through the implementation of ARC.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	28% of our Students with disabilities showed growth on the 2022 FSA.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Using the FAST 2023 PM3 Assessment, students with disabilities will show an increase of at least 13% from the PM1 and PM3 Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring the growth between the 1st and 2nd assessment and comparing it to the PM3 Assessment.
Person responsible for monitoring outcome:	Robin Hewitt (robin.hewitt@polk-fl.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Differentiated instruction and progress monitoring. Use of LLI for Tier 2 and Tier 3 students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Strategy will be focused and targeted based on the needs of our students.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#2. -- Select below -- specifically relating to

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Bethune Academy FSA 2022 data for proficiency is below the state average in Math in 3rd-5th grade. Bethune Academy FSA 2022 data for proficiency is below the state average in 3rd grade and 5th grade.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Student outcomes would increase in PM1 to PM3 in ELA & Math 3rd through 5th grade 2023 FAST Assessment by at least 5%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	- PM1 to PM3 assessment comparison from the Fall and Spring assessment. - Weekly assessments - Exit tickets - Differentiated groups based on data focused by benchmarks exit tickets/question. - PLC agenda focused on the ARC process - benchmark/standard task alignment
Person responsible for monitoring outcome:	Robin Hewitt (robin.hewitt@polk-fl.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Differentiated instruction Student engagement Progress monitoring
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Research has historically indicated strong correlation between student engagement and student achievement.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

-Academic Coaches will use BEST Benchmarks and the ARC framework to layer the benchmarks to ensure that teachers understand what they are teaching and how to build upon to increase student achievement.
- Teachers will use benchmarks and student work to determine benchmark task alignment.

Person Responsible   [no one identified]

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on the Spring STAR Data, 49% of 1st grade students showed Proficiency on the STAR Early Literacy.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

NA

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Based on the Spring FAST 2023 Assessment for 1st grade, at least 54% of the students will be at proficiency.

Grades 3-5: Measureable Outcome(s)

NA

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

- Walkthroughs
- Exit tickets

- Weekly assessments
- Guided Reading and progress monitoring use running records in ELA
- LLI Tier 2 and Tier 3 instruction and progress monitoring.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

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Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

- School wide Power hour scheduled in the Master Schedule
- Intervention Power hour focused on providing Tier 2 and Tier 3 interventions

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

- Students benefit from additional seat time.
- Mastery, at anything takes hard work and duration

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
- Providing training of LLI to the Reading Coach - Using PLC and student data to assist in sorting students to provided differentiated instruction. - Weekly assessments	Mack, Jill, jill.mack@polk-fl.net

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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, social services and business partners.

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

- Students participate in monthly Cadet of the Month recognitions. Teachers/ student peers select students based on the character trait of the month.
- Training on Class Do Jo to assist in building a positive culture and community in the classroom and around the campus.
- PBIS schedules quarterly celebrations for students who meet their established goals for the quarter.
- School wide Standard Operating Procedures (arrival, dismissal, restroom, transitions..) established and listed side by side with consequences.

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

-PTA supports the school by providing awards and incentives for Accelerated Reader and PBIS Monthly incentives.

- Miracle Toyota provides monthly bicycles for students and gift certificates for teachers as support and thank you for all of their hard work. Miracle Toyota has been an established community partner for the Haines City and Bethune Academy community.