



## Dr. Mary Mcleod Bethune Elementary

1501 AVENUE U, Riviera Beach, FL 33404

[www.edline.net/pages/dr\\_m\\_m\\_bethune\\_es](http://www.edline.net/pages/dr_m_m_bethune_es)

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
97%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
99%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	C	D

### School Board Approval

This plan is pending approval by the Palm Beach County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

The mission of Dr. Mary McLeod Bethune Elementary School is to invest in the human soul by facilitating an optimal learning environment to meet the diverse needs of our students.

##### Provide the school's vision statement

Dr. Mary McLeod Bethune Elementary School provides a nurturing inquiring learning environment with a rigorous and challenging curriculum and technology where students strive towards reaching their optimal learning potential, to create a more peaceful world through intercultural understanding.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school will infuse the content required by Florida Statute 1003.43 (2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

History of Holocaust

History of Africans and African Americans

Hispanic Contributions

Women's Contributions

Sacrifices of Veterans

Teachers review and enforce classroom rules and academic and behavioral expectations daily.

Grade level assemblies facilitated by Administration set the tone for school wide academic and behavioral success.

Multicultural education and awareness is infused with daily lessons, classroom presentations and annual assemblies. Materials and resources are carefully selected to promote cultural awareness. Cultural diversity is evident in the music, art and World Language presentations during Open House, Awards and Recognition programs.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

Perimeter fencing includes two vehicle and four pedestrian points of entry. Playground fencing promotes student safety and helps to define separate spaces for different age groups. School staff can easily monitor playing children and children cannot inadvertently leave the playground. Our school is equipped with conspicuously placed school surveillance cameras. Controlled access to the building is maintained at all times. Students are required to wear uniforms and all visitors must sign in and wear a visitor's name badge. Faculty wear school identification badges at all times.

School counseling services address social-emotional needs through mediation, small group and one-on-one sessions. Educators teach and model collegiality and mutual respect. Teachers greet students by name as they enter the doors at the start of the school day. Teachers infuse relationship building activities to encourage mutual respect. Disrespectful, rude and inappropriate comments and behavior is addressed through counseling and/or reflective writing.

A strong 'belief' message is modeled by faculty and staff and is evident throughout the campus on bulletin boards, parent/teacher communication agendas, newsletters, school announcements, website, marquee, programs and events. We believe....

All children can learn, will learn and statistically show what they have learned.

In creating International independent, life-long learners who embrace and accept diversity  
All children deserve equal opportunity, respect and treatment in a safe positive learning environment  
Promoting a positive self-concept  
It takes a whole community to educate a child, and encourage parental engagement

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Essential Agreements are reviewed and enforced daily. A major and minor discipline infraction system is implemented throughout the school. Teaching staff receive Professional Development in classroom management strategies to maintain student on task behaviors and to limit off task behaviors. The discipline matrix is reviewed and visible. Wildcat paws is the universal attention signal. The campus supports a zero tolerance bullying assessment policy. Students are informed of the anonymous bullying hotline and box to report incidents.  
Rigorous differentiated instruction occurs in all classrooms throughout the school day. Students are expected to demonstrate the International Baccalaureate Attitudes and Learner Profile. Students Awards and Recognition Assemblies honor students as recommended by their classroom teacher for: Most Improved [Reading, Math, Writing and Science], IB Attitudes Award, Perfect Attendance and Principal's Honor Roll.

**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 Based Team meets weekly to discuss the academic, behavioral and social needs of students.  
High School students, retired educators and qualified community volunteers mentor our students in academics, study skills, social personal skills, project and presentation development and the Arts. Our School Psychologist is housed on campus full time to provide individual student support and to participate in the School Based Team and the Child Study Team process.  
Social Service Agencies provide services to targeted students and families on a regular basis.

### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

- \* Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- \*One or more suspensions, whether in school or out of school
- \*A Level 1 score on the statewide Reading Assessment
- \*A Level 1 score on statewide Math Assessment
- \*One or more retentions

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	29	25	13	17	12	15	111
One or more suspensions	10	11	8	10	24	24	87
Course failure in ELA or Math	37	47	27	23	10	0	144
Level 1 on statewide assessment	0	0	0	0	0	0	
Level 1 on FCAT Reading	0	0	0	0	0	0	
Level 1 on FCAT Math	0	0	0	0	0	0	
One or more retentions	3	2	1	5	0	0	11
Level 1 on State Wide Assessment (FCAT or EOC)	0	0	0	32	26	35	93

**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	
Students exhibiting two or more indicators	24	21	11	28	22	20	126

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Interventions used to improve the academic performance of students identified by early warning systems involve guidance and community resources, class room interventions (i.e. iii, extended day reading) and School Based Team collaboration.

Our school is building knowledge through content-rich nonfiction and informational texts.

Content area teachers emphasize literacy experiences in their planning and instruction.

Greater emphasis is placed on nonfiction.

Students independently build knowledge through reading and writing.

Reading, Writing and speaking grounded in evidence from text, both literary and informational.

Teacher-created, text-dependent questions.

Evidence in students' responses: verbal and written

Students regularly practice with complex text and its academic language.

Increasing text complexity is evident in lesson plans.

A deliberate focus on building general academic vocabulary which is critical to comprehension.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/198200>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Classroom and school wide news is communicated via bi-weekly ParentLink telephone and text messages, the school's marquee and letters home.

Our school participates in the Annual Million Father March [Fathers, grand fathers, Uncles and other male mentors walk their children to school on the first day of school]. We host a continental breakfast for all males who walk their children to school on the first day of school. A special telephone ParentLink message is forwarded to all participants.

Volunteers assist the school in the cafeteria and main office weekly.

Parents/Guardians, business partners and community stakeholder are invited to participate in the School Advisory Council. Bethune Cookman University Alumni and other community groups serve as mentors, volunteers and donors.

International Baccalaureate Parent Ambassadors are selected and serve liaison between the school and the community.

Our school partners with fathers/guardians through The Million Father March organization. Males are honored with an annual complementary continental breakfast on the first day of school.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

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

Name	Title
Granger, Katrina	Principal
Rodriguez, Alyson	Assistant Principal
Breen, Mary	Teacher, K-12
Jones-Kenner, Jennifer	Guidance Counselor
Corbin, Bertha	SAC Member
Davis, Gentene	Teacher, ESE
	Administrative Support
Dodd, Ivy	

**Duties**

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

The team members are assigned as case liaisons to students where they oversee the collection of data for their students. The data collection sources could include EDW, Attendance Reports, Classroom Assessments, Diagnostics, SRI Testing, Observations, Behavior Plans. The case liaisons present the Data to the School-based leadership team for analysis to determine if the student is meeting his/her academic/behavioral/International Baccalaureate goals. This analysis drives the team to collaborate on any necessary future interventions or case closures.

A collaborative culture valuing stakeholders as capable contributors to the decision-making process is established with dialogue and skill acquisition through meaningful, real-life training opportunities for

instructional leaders.

Training opportunities for personal and organizational reflection and celebration occurs at monthly faculty meetings.

***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***

The school utilizes Tiered instruction, as follows:

- Tier I includes high quality instruction whereas, the teachers provide rigorous learning goals and/or targets. The school provides all students with access to rigorous curriculum and instruction, and effective behavior supports in the general education classroom.
- Tier II includes additional targeted, supplemental instruction/interventions.

The school provides data driven interventions to small groups of students who need more support than they are receiving through Tier I.

- Tier III includes intensive interventions. The school develops and implements interventions to meet the individual needs of students.

The student's progress is monitored weekly via an assessment and/or behavior plan. The weekly results are documented and used to make decisions about additional instructions and interventions. Our school also offers after school tutoring, a daily extended hour for reading and iii.

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school as well as family involvement activities.

Title I, Part C- Migrant

Migrant Liaison provides services and support to Dr. Mary McLeod Bethune's students and parents as needed. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with the district Drop-out Prevention programs.

Title II

Provides ongoing professional development for the Literacy Cohort trainings, recruit bonuses for Title I schools, and professional development through the curriculum departments and area support teams.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Title III assists in ensuring staff development needs are provided for Dr. Mary McLeod Bethune Elementary School. These funds also support professional development and family involvement.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI) is provided for retained students in Grade 3 and Grade 4 Good Cause students. This is a pull out model used to service struggling readers. SAI will also service some 2nd graders as an enrichment resource. The total of these groups will not exceed 44 students.

Violence Prevention Programs

Dr. Mary McLeod Bethune Elementary receives on-going support from Safe Schools for anti-bullying prevention programs and behavior plans and techniques. Social personal education includes monthly International Baccalaureate Attitudes education classes offered by our guidance counselor and

community resources [Bridges, Safe Schools]. Students are taught anger management, violence prevention, conflict resolution, decision making and transdisciplinary skills.

#### Nutrition Programs

Dr. Mary McLeod Bethune Elementary partners with school food service to coordinate healthy and balanced meals for students. All students receive a free breakfast and healthy snack daily.

#### School Food Service Department Grant

Students in grades 3rd-5th utilize the Commit2B Fit parent/school communication agenda. The program provides the school with academic journals at no cost to 3rd-5th grade. Title 1 funds will be used to purchase Commit2B Fit communication agenda for grades K-2. The agenda encourages fitness and healthy eating habits.

#### Year Round School/Summer School Initiative

Dr. Mary McLeod Bethune Elementary will offer a rigorous engaging summer program establishing a year round program to increase student proficiency. High quality data driven instruction to build knowledge through content-rich nonfiction and informational texts and Reading, Writing and speaking grounded in evidence from text will be emphasized.

Our school integrates single school culture by having our universal guidelines /Essential Agreements for success by following our behavioral matrix and teaching and modeling expected behaviors, communicating with parents and monitoring School Wide Positive Behavior Support (SwPBS). We review and share data regarding acting out behavior on campus. We review and revise our action plans and interventions during learning team meetings and teach multicultural awareness and acceptance. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs.

#### Community Computer Lab Accessibility

Ensure families and community members have access to technology resources that enable them to be actively engaged and empowered to encourage high student achievement.

The Title 1 program provides support services for Kindergarten through Fifth grade. The services take place during the school day either in the student's classroom. These services can include:

Push-In academic coaching

Teacher consultation

Push-in services with students during reading, writing and math workshops

Small Group Tutoring in Reading and Math

How Title I funds are used:

Year round school/summer school initiative (classroom teacher/academic resource teacher salary positions) and summer school supplemental supplies and reading, math and writing consumables and software.

#### Math Resource Teacher

DMMBES utilizes certified staff to provide supplementary in-school instruction to the lowest 25% of the students struggling with a particular concept in Math.

Tutorial programs for students who may need even more supplementary/differentiated math instruction.

Supplementary materials, food for parent meetings, laminating film, software (Reading Plus), paper for classroom use, ink for classrooms use, shared reading/educational carpets, substitutes for parent conferences, postage, instructional supplies for classrooms, computer assisted learning with ipads and laptop mobile carts, parent involvement activities and training materials, registration for conferences/workshops, book study, coach supplies, training supplies, parent informational brochures, zip drives, parent communication agendas, or staff training.

## School Advisory Council (SAC)

### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Katrina W. Granger	Principal
Mary Breen	Teacher
Christina Williams	Parent
Tonya White	Parent
Delfuna Danzique	Parent
Elaine Kelly	Parent
Katrina Long-Robinson	Business/Community
Janet Hope	Business/Community
Bertha Corbin	Business/Community
Tracey Howard	Teacher
Kellyann Depirro	Teacher
Ivy Dodd	Teacher
Alyson Rodriguez	Education Support Employee
Gentene Davis	Teacher

### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

Last year's school improvement plan is evaluated by parents, faculty and staff and community partners via:

- Monthly School Advisory Council Meetings
- Monthly Faculty meetings
- Annual Title 1 Parent Meeting
- Annual Title 1 Faculty Meeting
- Leadership Meetings
- IB Ambassador Student Meetings
- IB Ambassadors Parent Meetings

*Development of this school improvement plan*

The SAC met on August 28, 2013. The new SIP template was discussed. SAC members reviewed information from the SY13 SIP in addition to data and our goals for this school year. The SAC members were asked for input to the goals for the SY14 SIP. The SAC agreed that the three goals for the school should be a focused on the following: 1) Reading: Gains in reading for all students, 2) Mathematics: Gains in Mathematics, and 3) Parental Involvement: Increase in Parental Involvement. On September 18, 2013, the SAC again met to look over the goals for the SIP. The SAC discussed the draft of the goals and the budget items. The SAC committee approved the draft. A final copy was sent home for approval.

Approval of the SIP occurred on October 16, 2013.

*Preparation of the school's annual budget and plan*

Our school's annual budget and plan is prepared by way of :

- Monthly School Advisory Council Meetings
- Monthly Faculty meetings
- Annual Title 1 Parent Meeting

Pre-school Faculty Meeting  
 Leadership Meetings

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

Supplies for Parent Activities Funding for food as needed for parent training - \$2,500.  
 Parent Liaison to support parents in the parent center - \$30,187.  
 Math Coach to support development of classroom teachers - \$70,583.  
 Professional Development - \$5,300.  
 Mathematics materials and supplies to support the teaching of mathematics in the classroom - \$4,210.  
 Mathematics tutorial - salaries, benefits and supplies for mathematics tutorials - \$4,990.  
 Supplemental materials - \$13,290.  
 5 Reading Resource teacher - \$32,108.  
 Saturday tutorial salaries, benefits and supplies - \$4,990.  
 Technology hardware/software to support reading instruction - \$1,494.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Granger, Katrina	Principal
Rodriguez, Alyson	Assistant Principal
Breen, Mary	Teacher, K-12
Waskiewicz, Kimberly	Other
Carnegie, Pamela	Teacher, K-12
Crummell, Sherrita	Teacher, K-12
Gutierriz, Priscilla	Teacher, K-12
Holley, Kimberly	Teacher, K-12
Lavine, Kim	Teacher, K-12
Case, Virginia	Instructional Media

**Duties**

**Describe how the LLT promotes literacy within the school**

The principal and reading coach together will guide the Literacy Leadership Team in the team's mission and focus for the year, determine Professional Development plan, study groups, lesson study, school wide reading/writing initiatives, set the agenda for the meetings, ensure that the information and agenda points from the each meeting are shared with the staff of the school, and help implement the literacy goals and objectives of the team.

The LLT will build a culture of reading and writing throughout the school, by ensuring that the team

supports the commitment to high student achievement through rigorous learning and teaching strategies.

LLT will:

- Engage in regular, ongoing, literacy professional development
- Participate in Professional Learning Communities and Study Groups
- Use data to analyze the effectiveness of instruction and redesign instruction and resources to meet the student's instructional and intervention needs
- Implement building knowledge through content-rich nonfiction, informational texts and writing across all content areas emphasizing nonfiction and literacy experiences in planning and instruction.
- Reading, Writing and speaking grounded in Evidence from text, both literary and informational with teacher- created, text-dependent questions

Evidence in students' responses: verbal and written• Participate in ongoing literacy dialogues with peers

- Create and share activities designed to promote literacy
- Support and participate in classroom demonstrations and modeling of research-based reading strategies
- Mentor other teachers and present staff development
- Reflect on practice to improve instruction

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Our school promotes positive cooperative collaborative working relationship via: Learning Team Meetings, Common Planning and school based Professional Development. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research based protocols are utilized to focus the meeting on students' academic needs and how student might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

The principal posts vacancies immediately and review the qualifications of the applicants with the school leadership and grade level team along with Area 4 academic specialists. Highly qualified applicants are interviewed by a team of peers, Area 4 Academic Specialist and school administration.

The principal is personally involvement in meeting with new teachers. The principal's open door policy creates a form for dynamic two way communication and candid conversations. New teachers classroom rosters are not heavily weighted with challenging students. Our principal employs a welcoming and respectful administrative approach toward all staff, the children, their parents and school visitors and develops the leadership skills of school staff. Current materials and supplies are provided to all teachers in a consistent, timely and equable manner.

A visible administrative management style grounded in respect for all in the school building, along with strong communication and interpersonal skills and effective organizational strategies, encourages all teachers to feel supported and gain a commitment to the school and to their responsibilities.

Beginning teachers are assigned a mentor teacher to assist with classroom setup, transitioning into the classroom, lesson planning, and support. Common Planning also allows for teachers to plan with the instructional coach, other teachers and Area Specialists to ensure that teachers understand the Standards and as well as best practices. Administration also meets with beginning teachers monthly to provide professional development and support. Weekly PLC's have been established to enhance professional development and teacher collaboration.

## **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

ESP (Educator Support Program) is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a support team, staff development opportunities, observations, conferences, and written and oral feedback. ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning.

ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

All teachers new to Palm Beach County are provided a mentor teacher which has successfully completed the Clinical Educator program. These mentors are selected either because they have experiences that are similar to the new teacher or the teacher mentor has excellent skills working with new teachers to support the teacher.

Some of the activities include "Meet the Staff", tours of the campus, Peer Observations, Mentoring and utilizing the coaching cycle, optional mini-trainings.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

##### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Dr. Mary McLeod Bethune Elementary School created ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum and computer literacy that aligns to the standards. This support a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. A thorough analysis of standards to determine what students need to know (concepts) and be able to do (skills) is conducted via Literacy Leadership Team Meetings, Learning Team Meetings, common planning, grade level planning and professional development.

Teachers provide rigorous learning goals and/or targets, both of which are embedded in a performance scale that includes application of knowledge. Performance scales include application of knowledge. Teacher use formative data to chart progress of individual and entire class progress on the Standard.

#### **Instructional Strategies**

##### ***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments via:

An uninterrupted 90 minute reading block

An additional 60 minute reading block

A 45 minute uninterrupted writing block

Daily iii instruction based on students' needs

Instruction aligned with the Language Arts Florida Standards for every grade level

Appropriate rigorous classroom libraries, texts to support units of study, leveled books for small group instruction and resources to support instruction

Assessment which measure instructed standards  
Monitoring class and grade level progress at Learning Team Meetings  
Conducting data chats  
Creating units of study based on current data  
Students receive push in/pull out services for ESE and ELL  
Providing LLI  
Implementing methods of instruction based on the needs of students  
Creating International Baccalaureate Programme of Inquiry  
Teacher strategically:  
Identify differences between the critical and non-critical content  
Call students' attention to accurate critical content  
Integrate cross-curricular connections to critical content  
Establish routines for student grouping and student interaction for the expressed purpose of processing new content  
Provide guidance on one or more conative skills  
Organize students into ad hoc groups for the lesson

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**Minutes added to school year:** 10,800

Dr. Mary McLeod Bethune has an extended school day. The School day has an additional 60 minutes each day dedicated specifically to reading instruction. During this time teachers utilize LLI (Literacy Learning Intervention System).

***Strategy Rationale***

More than 30% of students in grades 3-5 demonstrate a deficiency in reading on standardized assessments.

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***

Granger, Katrina, katrina.granger@palmbeachschools.org

***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Teachers track student academic gains in student reading level increases according to the District's Running Record Leveling System. Teachers also track student reading gains by benchmark assessments, district diagnostic tests and standardized assessments.

**Strategy: Summer Program**

**Minutes added to school year: 140**

Dr. Mary McLeod Bethune will offer a Year Round School Initiative (summer program) dedicated to reading, math, science and computer instruction. During this time teachers utilize LLI (Literacy Learning Intervention System), reading Plus and the Florida Standards. High quality leveled books and computer based experiences will be emphasized.

**Strategy Rationale**

More than 30% of students in grades 3-5 demonstrate a deficiency in reading on standardized assessments

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Granger, Katrina, katrina.granger@palmbeachschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Teachers track student learning gains in reading and math by benchmark assessments, district diagnostic tests and standardized assessments.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

The school offers a Kindergarten Round-up each spring. This event provides information to parents about Dr. Mary McLeod Bethune Elementary and the skills that each child will learn in Kindergarten. We assist parents with the registration process. We also provide the parents with activities and resources that they can work on with their child to assist with Kindergarten "readiness". We also invite a local community organization (Bridges) to participate in our Kindergarten Round-Up. They also share with parents ways they can provide support to parents in the form of family activities, summer programs for young children and other support resources.

Dr. Mary McLeod Bethune also partners with the Riviera Beach Head Start. Each spring we invite the Head Start Pre-K program to visit our school. The Pre-K students (about 60) come to Bethune, tour the school and spend time in the Kindergarten classes to see what it is like to be in Kindergarten. Our school is a member of the K-12 International Baccalaureate Continuum that transitions the outgoing cohort of rising 6th grade students with developed high order thinking skills, a commitment to high achievement, IB attitudes and the Learning Profiles.

**College and Career Readiness**

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

Dr. Mary McLeod Bethune Elementary along with the neighboring Middle School and High School create a K-12 International Baccalaureate Continuum. We emphasize inquiry-based learning in the classroom and in the world outside. Learning is defined by six transdisciplinary themes of global

significance, explored using knowledge and skills derived from six subject areas to advance college and career awareness. Students participant in College and Career day events hosted by the high school.

Our school is in partnership with Bethune-Cookman University, Junior Achievement and The Coalition of 100 Black Women.

Our 4th and 5th grade students attend Suncoast High School's Annual College and Career Showcase.

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step    **S123456** = Quick Key

## Strategic Goals Summary

- G1.** The school will build strong relationships with families and the community to increase student achievement in all content areas by FY15.
- G2.** Use data to plan and implement rigorous and relevant instruction to increase student achievement in all content areas by FY15.
- G3.** The school will create an environment where monitoring and celebration is a priority to increase achievement in staff and students.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** The school will build strong relationships with families and the community to increase student achievement in all content areas by FY15. 1a

G037149

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	54.0
AMO Reading - All Students	50.0
FCAT 2.0 Science Proficiency	25.0

**Resources Available to Support the Goal** 2

- Community Volunteers
- Parent Resource Center
- Title I funding to support Parental Involvement
- Bridges
- Bethune Cookman University - West Palm Beach Alumni Chapter
- City of Riviera Beach City Council
- Area Churches and Faith-based organizations

**Targeted Barriers to Achieving the Goal** 3

- Parental motivation to attend informational and parent literacy training activities at school.

**Plan to Monitor Progress Toward G1.** 8

Progress will be monitored towards meeting the goal by comparing the numbers of parents involved in each involvement activity with the previous activity to see an increase in the number of parents participating.

**Person Responsible**

Katrina Granger

**Schedule**

Monthly, from 8/15/2014 to 6/5/2015

**Evidence of Completion**

Sign in Sheets, comparison of data of participation ongoing during SY15

**G2. Use data to plan and implement rigorous and relevant instruction to increase student achievement in all content areas by FY15. 1a**

G037150

**Targets Supported 1b**

Indicator	Annual Target
AMO Math - All Students	54.0
AMO Reading - All Students	50.0
FCAT 2.0 Science Proficiency	25.0

**Resources Available to Support the Goal 2**

- Academic Coaches
- Supplemental Materials
- Mathematics Tutorials for grades 3-5
- Area 4 and Transformation support personnel
- EDW and Performance Matters Reports

**Targeted Barriers to Achieving the Goal 3**

- Teachers unfamiliar with the new FL Standards and the level of rigor required to embrace a new way of teaching

**Plan to Monitor Progress Toward G2. 8**

Ongoing monitoring will take place during classroom walk-throughs, LTMs, Common Planning and review of lesson plans.

**Person Responsible**

Katrina Granger

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Lesson Plans, observation data, student assessment data, LTM and Common Planning notes

**Plan to Monitor Progress Toward G2. 8**

Ongoing monitoring of rigorous and relevant planning and instruction via a common planning checklist/ protocol sheet.

**Person Responsible**

Katrina Granger

**Schedule**

Daily, from 9/15/2014 to 6/5/2015

**Evidence of Completion**

Lesson Plans, student work, student assessment data, common planning notes and LTM.

**G3.** The school will create an environment where monitoring and celebration is a priority to increase achievement in staff and students. 1a

G037151

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	54.0
AMO Reading - All Students	50.0
FCAT 2.0 Science Proficiency	25.0

**Resources Available to Support the Goal** 2

- Administration well versed in monitoring data .
- Community Partnerships
- Area and District Personnel
- Academic coaches

**Targeted Barriers to Achieving the Goal** 3

- Lack of efficacy on the part of staff and students

**Plan to Monitor Progress Toward G3.** 8

Monitoring through observations and feedback from staff and students.

**Person Responsible**

Katrina Granger

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Observation data, feedback forms

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** The school will build strong relationships with families and the community to increase student achievement in all content areas by FY15. **1**

 G037149

**G1.B3** Parental motivation to attend informational and parent literacy training activities at school. **2**

 B089162

**G1.B3.S1** Dr. Mary McLeod Bethune Elementary is going to increase the number of opportunities parents have to participate in their child's education by planning and implementing bi-monthly showcase events. The events will showcase students' academic and performing achievements with parent empowerment workshop to educate parents on the content areas. **4**

 S099804

### Strategy Rationale

In 2013-2014, less than 25% of the parents attended Open House, parent conferences and volunteered at the school. In order to increase student achievement across all content areas sustained positive parent-school relationships most be evident via documented parental involvement (attendance/sign-in sheets and recorded volunteer hours).

### Action Step 1 **5**

Brainstorm various ways the parents and the community can be involved and create a calendar of events for parent and community involvement.

#### Person Responsible

Katrina Granger

#### Schedule

On 9/30/2014

#### Evidence of Completion

Meeting notes from meeting with community leaders.

### Action Step 2 5

Work with community and business partners to donate time and refreshments to help motivate and build parent involvement

**Person Responsible**

Katrina Granger

**Schedule**

Weekly, from 8/15/2014 to 6/5/2015

**Evidence of Completion**

Donation log, treasurer documentation, computer sign-in

### Action Step 3 5

Solicit help from the staff with a sign up list for support.

**Person Responsible**

Katrina Granger

**Schedule**

Biweekly, from 10/1/2014 to 6/5/2015

**Evidence of Completion**

sign-in sheets

### Action Step 4 5

Share calendar of events and increase school-home and community/ local business partners communication with newsletters, call-outs (parent link), flyers, marquee, and Edline.

**Person Responsible**

Katrina Granger

**Schedule**

Daily, from 9/29/2014 to 6/5/2015

**Evidence of Completion**

Copies of documentation sent home, school calendar, pictures of the marquee, parent link messages

### Action Step 5 5

Host parent and community as listed in the calendar.

**Person Responsible**

Katrina Granger

**Schedule**

Monthly, from 8/15/2014 to 6/5/2015

**Evidence of Completion**

Agendas, sign-in sheets, computer sign-in, pictures

### Action Step 6 5

Reflect on each event for improvement.

**Person Responsible**

Alyson Rodriguez

**Schedule**

Biweekly, from 3/31/2015 to 3/31/2015

**Evidence of Completion**

Sign-in sheets, feedback from parents and community.

### Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administration will participate in the development of parental involvement activities, develop ways to communicate information in a timely manner, encourage parental attendance, provide incentives for participating, and attend all parental involvement activities.

**Person Responsible**

Katrina Granger

**Schedule**

Daily, from 8/15/2014 to 6/5/2015

**Evidence of Completion**

Sign-in Sheets, computer log-in, documented flyers and invites, photos

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7**

Parental SEQ or feedback forms will be reviewed and evidence of increasing involvement throughout the year.

**Person Responsible**

Katrina Granger

**Schedule**

Annually, from 8/15/2014 to 6/5/2015

**Evidence of Completion**

Sign-in Sheets, Agendas of Activities and Parental Participation counts

**G2. Use data to plan and implement rigorous and relevant instruction to increase student achievement in all content areas by FY15. 1**

 G037150

**G2.B1 Teachers unfamiliar with the new FL Standards and the level of rigor required to embrace a new way of teaching 2**

 B089163

**G2.B1.S1 Teachers will be provided professional development and coaching to build capacity in their ability to provide rigorous instruction based on student assessment data, utilize best practices, and study the new Florida Standards through Learning Team Meetings and Common Planning. 4**

 S099806

**Strategy Rationale**

Teachers lack of instructional rigor is attributed to lack of knowledge and ineffective skill sets.

**Action Step 1 5**

Professional development, modeling and coaching will be provided to build teacher capacity in rigorous instruction.

**Person Responsible**

Katrina Granger

**Schedule**

Weekly, from 8/18/2014 to 6/10/2015

**Evidence of Completion**

Coaching logs, professional development agendas, LTM agendas and Common Planning agendas, classroom implementation (walk through)

## Action Step 2 5

Year Round School Initiative - Summer Academic Program for rising students 2-5 grade students

### **Person Responsible**

Katrina Granger

### **Schedule**

Daily, from 6/22/2015 to 7/23/2015

### **Evidence of Completion**

Student attendance, assessments, diagnostic tests and State-Wide Standardized assessment.

## Action Step 3 5

Professional Development for academic coaches, administration and instructional staff on the new FL Standards

### **Person Responsible**

Katrina Granger

### **Schedule**

Weekly, from 9/30/2014 to 6/30/2015

### **Evidence of Completion**

LLi kits and addition researched based resources aligned with the Florida Standards, classroom Implementation, lesson plans

## Action Step 4 5

Use specialized reading and math resources developed by district and area personnel to support classroom instruction.

### **Person Responsible**

Katrina Granger

### **Schedule**

Weekly, from 9/30/2014 to 4/30/2015

### **Evidence of Completion**

LLi kits and additional researched based resources aligned with the Florida Standards, Classroom implementation, lesson plans

**Action Step 5** 5

After school Tutorial provided to targeted students in grades 3-5.

**Person Responsible**

Katrina Granger

**Schedule**

Weekly, from 9/22/2014 to 4/17/2015

**Evidence of Completion**

Student attendance; data and assessment results.

**Action Step 6** 5

Assist teachers to support students in building knowledge through content-rich nonfiction and informational texts across all content areas.

- Content area instruction emphasizes literacy experiences in their planning and delivery.
  - Greater emphasis is placed on nonfiction.
  - Students independently build knowledge through reading and writing.
  - non-fiction literary reading
- Walk throughs

**Person Responsible**

Katrina Granger

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Teacher feedback, student work, lesson plans, LTM products, common planning & LTM notes

### Action Step 7 5

Reading, Writing and speaking grounded in Evidence from text, both literary and informational.

- Teacher-created, text-dependent questions
- Evidence in students' responses: verbal and written

#### **Person Responsible**

Katrina Granger

#### **Schedule**

Daily, from 8/18/2014 to 6/5/2015

#### ***Evidence of Completion***

Lesson Plans, Classroom Observations, Student work samples, assessment data, LTM products

### Action Step 8 5

Regular practice with complex text and its academic language.

- Standards include a staircase of increasing text complexity from elementary through high school.
- Standards also focus on building general academic vocabulary which is critical to comprehension.

#### **Person Responsible**

Katrina Granger

#### **Schedule**

Daily, from 8/18/2014 to 6/5/2015

#### ***Evidence of Completion***

Lesson Plans, Classroom Observations, Student work samples, assessment data, LTM products

### Action Step 9 5

Increase teacher knowledge on the new mathematics standards (MFAS):

- 1. Focus on standards and item specifications
- 2. Coherence: Think across grades and link to major topics within grades
- 3. Rigor: Requires fluency, applications, and deep understanding

#### **Person Responsible**

Alyson Rodriguez

#### **Schedule**

Weekly, from 8/18/2014 to 6/5/2015

#### **Evidence of Completion**

Lesson Plans, Classroom Observations, Student work samples, assessment data, LTM products

### Action Step 10 5

Build student computer literacy through online assessment, type to learn, and FSA practice tests.

#### **Person Responsible**

Alyson Rodriguez

#### **Schedule**

Weekly, from 8/18/2014 to 6/5/2015

#### **Evidence of Completion**

Classroom observations, teacher feedback, student feedback, usage reports

## Action Step 11 5

Teachers scaffold to deepen student understanding of content:

- Teacher highlights critical content that portrays a clear progression of information related to standards or goals
- Teacher identifies differences between the critical and non-critical content
- Teacher continuously calls students' attention to accurate critical content
- Teacher integrates cross-curricular connections to critical content
- Teacher provides guidance on one or more connotative skills
- Becoming aware of the power of interpretations
- Manipulatives
- Teacher uses digital resources to help students make linkages
- Teacher provides guidance on one or more cognitive skills appropriate for the lesson
- Simulation/demonstration

### **Person Responsible**

Katrina Granger

### **Schedule**

Daily, from 8/18/2014 to 6/5/2015

### ***Evidence of Completion***

Lesson Plans, Classroom Observations, Student work samples, assessment data, LTM products

## Action Step 12 5

Provide professional development to teachers on different data reporting systems, understanding reports, and developing data monitoring binders to help guide instruction and support students in monitoring their own progress.

### **Person Responsible**

Alyson Rodriguez

### **Schedule**

Weekly, from 8/18/2014 to 6/5/2015

### ***Evidence of Completion***

Data binders, LTM notes and products, assessment data, student scales

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Fidelity of implementation will be monitored through weekly LTM meetings and Weekly Common Planning Meetings as well as classroom observations by administration.

**Person Responsible**

Katrina Granger

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Coach's logs, LTM notes, Common Planning notes, teacher lesson plans, walkthrough notations and iObservation data

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Increased use of strategies will be utilized during instruction and there will be an increase in student assessment data.

**Person Responsible**

Katrina Granger

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Teacher Lesson Plans, Coach's logs, anecdotal evidence from walkthroughs, student data

**G3.** The school will create an environment where monitoring and celebration is a priority to increase achievement in staff and students. 1

G037151

**G3.B4** Lack of efficacy on the part of staff and students 2

B102628

**G3.B4.S1** Provide ongoing professional development and support to teachers by encouraging and recognizing their ability to take ownership in their professional growth as well as foster that independence and confidence in their students through the use of progress tracking tools for academics and behavior. 4

S113757

### Strategy Rationale

Teachers' lack of confidence in their own ability to teach high quality instruction negatively impacts student learning. Students unaware of academic progress.

### Action Step 1 5

Utilize School-wide quarterly newsletter to share with staff and community discussing outstanding news at the school.

#### Person Responsible

Katrina Granger

#### Schedule

Quarterly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Newsletter

### Action Step 2 5

Teachers utilize monitoring tools in the classroom:  
Teachers provide rigorous learning goals and/or targets, both of which are embedded in a performance scale that includes application of knowledge.

#### Person Responsible

Alyson Rodriguez

#### Schedule

Daily, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Scales, LTM notes, data binders, student assessment data, classroom observations

**Action Step 3** 5

Teacher uses formative data to chart progress of individual and entire class progress on the learning goal.

**Person Responsible**

Alyson Rodriguez

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Scales, LTM notes, data binders, student assessment data, classroom observations

**Action Step 4** 5

Teachers create a student centered classroom environment that fosters independence and recognition of students

1. Teacher focuses on procedures for students working individually or in small groups
2. The physical layout of the classroom is designed to support long-term projects by individual students or groups of students
3. Word walls are evident
4. Student work is displayed
5. Teacher uses academic praise.
6. Teacher has established routines for student grouping and student interaction for the expressed purpose of processing new content
7. Teacher organizes students into ad hoc groups for the lesson

**Person Responsible**

Katrina Granger

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Classroom observations

**Action Step 5** 5

Student and Staff recognition through awards ceremonies, IB Student Ambassadors, IB Learner Awards, Build & Bloom Awards, Faculty celebrations, etc.

**Person Responsible**

Katrina Granger

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Photos of ceremonies, bulletin boards highlighting staff and students, newsletters

**Plan to Monitor Fidelity of Implementation of G3.B4.S1** 6

Administration will provide ongoing recognition and support to teachers and students to build efficacy for all and request feedback from all parties as well as conduct classroom observations for monitoring purposes.

**Person Responsible**

Katrina Granger

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Classroom observations, feedback forms

**Plan to Monitor Fidelity of Implementation of G3.B4.S1** 6

Administration will conduct walk throughs to observe how the progress monitoring tools are used in the classrooms.

**Person Responsible**

Katrina Granger

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Walk through observation notes, data binders, and review of student work.

**Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7**

Ongoing feedback from staff and students, increased class participation, increased staff participation

**Person Responsible**

Katrina Granger

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Feedback, classroom observations, staff meeting/activity participation

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	Brainstorm various ways the parents and the community can be involved and create a calendar of events for parent and community involvement.	Granger, Katrina	9/30/2014	Meeting notes from meeting with community leaders.	9/30/2014 one-time
G2.B1.S1.A1	Professional development, modeling and coaching will be provided to build teacher capacity in rigorous instruction.	Granger, Katrina	8/18/2014	Coaching logs, professional development agendas, LTM agendas and Common Planning agendas, classroom implementation (walk through)	6/10/2015 weekly
G3.B4.S1.A1	Utilize School-wide quarterly newsletter to share with staff and community discussing outstanding news at the school.	Granger, Katrina	8/18/2014	Newsletter	6/5/2015 quarterly
G1.B3.S1.A2	Work with community and business partners to donate time and refreshments to help motivate and build parent involvement	Granger, Katrina	8/15/2014	Donation log, treasurer documentation, computer sign-in	6/5/2015 weekly
G2.B1.S1.A2	Year Round School Initiative - Summer Academic Program for rising students 2-5 grade students	Granger, Katrina	6/22/2015	Student attendance, assessments, diagnostic tests and State-Wide Standardized assessment.	7/23/2015 daily
G3.B4.S1.A2	Teachers utilize monitoring tools in the classroom: Teachers provide rigorous learning goals and/or targets, both of which are embedded in a performance scale that includes application of knowledge.	Rodriguez, Alyson	8/18/2014	Scales, LTM notes, data binders, student assessment data, classroom observations	6/5/2015 daily
G2.B1.S1.A3	Professional Development for academic coaches, administration and instructional staff on the new FL Standards	Granger, Katrina	9/30/2014	LLi kits and addition researched based resources aligned with the Florida Standards, classroom Implementation, lesson plans	6/30/2015 weekly
G1.B3.S1.A3	Solicit help from the staff with a sign up list for support.	Granger, Katrina	10/1/2014	sign-in sheets	6/5/2015 biweekly
G3.B4.S1.A3	Teacher uses formative data to chart progress of individual and entire class progress on the learning goal.	Rodriguez, Alyson	8/18/2014	Scales, LTM notes, data binders, student assessment data, classroom observations	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A4	Use specialized reading and math resources developed by district and area personnel to support classroom instruction.	Granger, Katrina	9/30/2014	LLi kits and additional researched based resources aligned with the Florida Standards, Classroom implementation, lesson plans	4/30/2015 weekly
G1.B3.S1.A4	Share calendar of events and increase school-home and community/ local business partners communication with newsletters, call-outs (parent link), flyers, marquee, and Edline.	Granger, Katrina	9/29/2014	Copies of documentation sent home, school calendar, pictures of the marquee, parent link messages	6/5/2015 daily
G3.B4.S1.A4	Teachers create a student centered classroom environment that fosters independence and recognition of students 1. Teacher focuses on procedures for students working individually or in small groups 2. The physical layout of the classroom is designed to support long-term projects by individual students or groups of students 3. Word walls are evident 4. Student work is displayed 5. Teacher uses academic praise. 6. Teacher has established routines for student grouping and student interaction for the expressed purpose of processing new content 7. Teacher organizes students into ad hoc groups for the lesson	Granger, Katrina	8/18/2014	Classroom observations	6/5/2015 daily
G2.B1.S1.A5	After school Tutorial provided to targeted students in grades 3-5.	Granger, Katrina	9/22/2014	Student attendance; data and assessment results.	4/17/2015 weekly
G1.B3.S1.A5	Host parent and community as listed in the calendar.	Granger, Katrina	8/15/2014	Agendas, sign-in sheets, computer sign-in, pictures	6/5/2015 monthly
G3.B4.S1.A5	Student and Staff recognition through awards ceremonies, IB Student Ambassadors, IB Learner Awards, Build & Bloom Awards, Faculty celebrations, etc.	Granger, Katrina	8/18/2014	Photos of ceremonies, bulletin boards highlighting staff and students, newsletters	6/5/2015 weekly
G2.B1.S1.A6	Assist teachers to support students in building knowledge through content-rich nonfiction and informational texts across all content areas. • Content area instruction emphasizes literacy experiences in their planning and delivery. • Greater emphasis is placed on nonfiction. • Students independently build knowledge through reading and writing. • non-fiction literary reading Walk throughs	Granger, Katrina	8/18/2014	Teacher feedback, student work, lesson plans, LTM products, common planning & LTM notes	6/5/2015 daily
G1.B3.S1.A6	Reflect on each event for improvement.	Rodriguez, Alyson	3/31/2015	Sign-in sheets, feedback from parents and community.	3/31/2015 biweekly
G2.B1.S1.A7	Reading, Writing and speaking grounded in Evidence from text, both literary and informational. • Teacher-created, text-dependent questions • Evidence in students' responses: verbal and written	Granger, Katrina	8/18/2014	Lesson Plans, Classroom Observations, Student work samples, assessment data, LTM products	6/5/2015 daily
G2.B1.S1.A8	Regular practice with complex text and its academic language. • Standards include a staircase of increasing text complexity from elementary through high school. • Standards also focus on building general academic vocabulary which is critical to comprehension.	Granger, Katrina	8/18/2014	Lesson Plans, Classroom Observations, Student work samples, assessment data, LTM products	6/5/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A9	Increase teacher knowledge on the new mathematics standards (MFAS): • 1. Focus on standards and item specifications • 2. Coherence: Think across grades and link to major topics within grades • 3. Rigor: Requires fluency, applications, and deep understanding	Rodriguez, Alyson	8/18/2014	Lesson Plans, Classroom Observations, Student work samples, assessment data, LTM products	6/5/2015 weekly
G2.B1.S1.A10	Build student computer literacy through online assessment, type to learn, and FSA practice tests.	Rodriguez, Alyson	8/18/2014	Classroom observations, teacher feedback, student feedback, usage reports	6/5/2015 weekly
G2.B1.S1.A11	Teachers scaffold to deepen student understanding of content: • Teacher highlights critical content that portrays a clear progression of information related to standards or goals • Teacher identifies differences between the critical and non-critical content • Teacher continuously calls students' attention to accurate critical content • Teacher integrates cross-curricular connections to critical content • Teacher provides guidance on one or more connotative skills • Becoming aware of the power of interpretations • Manipulatives • Teacher uses digital resources to help students make linkages • Teacher provides guidance on one or more cognitive skills appropriate for the lesson • Simulation/ demonstration	Granger, Katrina	8/18/2014	Lesson Plans, Classroom Observations, Student work samples, assessment data, LTM products	6/5/2015 daily
G2.B1.S1.A12	Provide professional development to teachers on different data reporting systems, understanding reports, and developing data monitoring binders to help guide instruction and support students in monitoring their own progress.	Rodriguez, Alyson	8/18/2014	Data binders, LTM notes and products, assessment data, student scales	6/5/2015 weekly
G1.MA1	Progress will be monitored towards meeting the goal by comparing the numbers of parents involved in each involvement activity with the previous activity to see an increase in the number of parents participating.	Granger, Katrina	8/15/2014	Sign in Sheets, comparison of data of participation ongoing during SY15	6/5/2015 monthly
G1.B3.S1.MA1	Parental SEQ or feedback forms will be reviewed and evidence of increasing involvement throughout the year.	Granger, Katrina	8/15/2014	Sign-in Sheets, Agendas of Activities and Parental Participation counts	6/5/2015 annually
G1.B3.S1.MA1	Administration will participate in the development of parental involvement activities, develop ways to communicate information in a timely manner, encourage parental attendance, provide incentives for participating, and attend all parental involvement activities.	Granger, Katrina	8/15/2014	Sign-in Sheets, computer log-in, documented flyers and invites, photos	6/5/2015 daily
G2.MA1	Ongoing monitoring will take place during classroom walk-throughs, LTMs, Common Planning and review of lesson plans.	Granger, Katrina	8/18/2014	Lesson Plans, observation data, student assessment data, LTM and Common Planning notes	6/5/2015 daily
G2.MA2	Ongoing monitoring of rigorous and relevant planning and instruction via a common planning checklist/protocol sheet.	Granger, Katrina	9/15/2014	Lesson Plans, student work, student assessment data, common planning notes and LTM.	6/5/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Increased use of strategies will be utilized during instruction and there will be an increase in student assessment data.	Granger, Katrina	8/18/2014	Teacher Lesson Plans, Coach's logs, anecdotal evidence from walkthroughs, student data	6/5/2015 weekly
G2.B1.S1.MA1	Fidelity of implementation will be monitored through weekly LTM meetings and Weekly Common Planning Meetings as well as classroom observations by administration.	Granger, Katrina	8/18/2014	Coach's logs, LTM notes, Common Planning notes, teacher lesson plans, walkthrough notations and iObservation data	6/5/2015 daily
G3.MA1	Monitoring through observations and feedback from staff and students.	Granger, Katrina	8/18/2014	Observation data, feedback forms	6/5/2015 weekly
G3.B4.S1.MA1	Ongoing feedback from staff and students, increased class participation, increased staff participation	Granger, Katrina	8/18/2014	Feedback, classroom observations, staff meeting/activity participation	6/5/2015 daily
G3.B4.S1.MA1	Administration will provide ongoing recognition and support to teachers and students to build efficacy for all and request feedback from all parties as well as conduct classroom observations for monitoring purposes.	Granger, Katrina	8/18/2014	Classroom observations, feedback forms	6/5/2015 daily
G3.B4.S1.MA3	Administration will conduct walk throughs to observe how the progress monitoring tools are used in the classrooms.	Granger, Katrina	8/18/2014	Walk through observation notes, data binders, and review of student work.	6/5/2015 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** The school will build strong relationships with families and the community to increase student achievement in all content areas by FY15.

**G1.B3** Parental motivation to attend informational and parent literacy training activities at school.

**G1.B3.S1** Dr. Mary McLeod Bethune Elementary is going to increase the number of opportunities parents have to participate in their child's education by planning and implementing bi-monthly showcase events. The events will showcase students' academic and performing achievements with parent empowerment workshop to educate parents on the content areas.

### **PD Opportunity 1**

Brainstorm various ways the parents and the community can be involved and create a calendar of events for parent and community involvement.

#### **Facilitator**

School and Community Representatives

#### **Participants**

Parents and Community leaders

#### **Schedule**

On 9/30/2014

### **PD Opportunity 2**

Host parent and community as listed in the calendar.

#### **Facilitator**

Staff members

#### **Participants**

Parents/guardians

#### **Schedule**

Monthly, from 8/15/2014 to 6/5/2015

**G2.** Use data to plan and implement rigorous and relevant instruction to increase student achievement in all content areas by FY15.

**G2.B1** Teachers unfamiliar with the new FL Standards and the level of rigor required to embrace a new way of teaching

**G2.B1.S1** Teachers will be provided professional development and coaching to build capacity in their ability to provide rigorous instruction based on student assessment data, utilize best practices, and study the new Florida Standards through Learning Team Meetings and Common Planning.

**PD Opportunity 1**

Professional development, modeling and coaching will be provided to build teacher capacity in rigorous instruction.

**Facilitator**

Administration, Coaches and District Support

**Participants**

Teachers

**Schedule**

Weekly, from 8/18/2014 to 6/10/2015

**PD Opportunity 2**

Professional Development for academic coaches, administration and instructional staff on the new FL Standards

**Facilitator**

District and Area Personnel

**Participants**

Administration, coaches, instructional staff

**Schedule**

Weekly, from 9/30/2014 to 6/30/2015

### PD Opportunity 3

Assist teachers to support students in building knowledge through content-rich nonfiction and informational texts across all content areas. • Content area instruction emphasizes literacy experiences in their planning and delivery. • Greater emphasis is placed on nonfiction. • Students independently build knowledge through reading and writing. • non-fiction literary reading Walk throughs

#### Facilitator

Administrations, coaches, area and district personnel

#### Participants

Instructional Staff

#### Schedule

Daily, from 8/18/2014 to 6/5/2015

### PD Opportunity 4

Reading, Writing and speaking grounded in Evidence from text, both literary and informational. • Teacher-created, text-dependent questions • Evidence in students' responses: verbal and written

#### Facilitator

Administration, coaches, area and district personnel

#### Participants

Instructional Staff

#### Schedule

Daily, from 8/18/2014 to 6/5/2015

### PD Opportunity 5

Increase teacher knowledge on the new mathematics standards (MFAS): • 1. Focus on standards and item specifications • 2. Coherence: Think across grades and link to major topics within grades • 3. Rigor: Requires fluency, applications, and deep understanding

#### Facilitator

Administration, coaches, area and district personnel

#### Participants

Instructional Staff

#### Schedule

Weekly, from 8/18/2014 to 6/5/2015

### **PD Opportunity 6**

Build student computer literacy through online assessment, type to learn, and FSA practice tests.

#### **Facilitator**

Admin and district personnel

#### **Participants**

Instructional Staff

#### **Schedule**

Weekly, from 8/18/2014 to 6/5/2015

### **PD Opportunity 7**

Provide professional development to teachers on different data reporting systems, understanding reports, and developing data monitoring binders to help guide instruction and support students in monitoring their own progress.

#### **Facilitator**

Administration

#### **Participants**

Instructional Staff

#### **Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**G3.** The school will create an environment where monitoring and celebration is a priority to increase achievement in staff and students.

**G3.B4** Lack of efficacy on the part of staff and students

**G3.B4.S1** Provide ongoing professional development and support to teachers by encouraging and recognizing their ability to take ownership in their professional growth as well as foster that independence and confidence in their students through the use of progress tracking tools for academics and behavior.

**PD Opportunity 1**

Teachers utilize monitoring tools in the classroom: Teachers provide rigorous learning goals and/or targets, both of which are embedded in a performance scale that includes application of knowledge.

**Facilitator**

Administration

**Participants**

Instructional Staff

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> The school will build strong relationships with families and the community to increase student achievement in all content areas by FY15.	2,411
<b>Goal 2:</b> Use data to plan and implement rigorous and relevant instruction to increase student achievement in all content areas by FY15.	339,050
<b>Grand Total</b>	<b>341,461</b>

### Goal 1: The school will build strong relationships with families and the community to increase student achievement in all content areas by FY15.

Description	Source	Total
<b>B3.S1.A1</b> - Food for parent meetings, raining materials, parent resource center, parent informational brochures, part-time in system for parent activities.	Title I Part A	1,500
<b>B3.S1.A4</b> - Paper and ink flyers, surveys and newsletters.	Title I Part A	400
<b>B3.S1.A4</b> - Postage for school-home written communication.	Title I Part A	300
<b>B3.S1.A4</b> - Paper for postcards to remind parents of important dates	Title I Part A	211
<b>Total Goal 1</b>		<b>2,411</b>

### Goal 2: Use data to plan and implement rigorous and relevant instruction to increase student achievement in all content areas by FY15.

Description	Source	Total
<b>B1.S1.A1</b> - Math Coach - sal/ben	Title I Part A	65,875
<b>B1.S1.A1</b> - Reading Coach/District funded	Title I Part A	65,875
<b>B1.S1.A1</b> - Resource Teacher/STEM	Other	65,875
<b>B1.S1.A2</b> - Classroom/resource teachers to staff a year round school opportunity be provided to all students in grades 2-5 (June 8-30).	Title I Part A	56,600
<b>B1.S1.A2</b> - A year round school opportunity will be provided to all students in grades 2-5. (July 1-23)	Title I Part A	56,600
<b>B1.S1.A2</b> - Supplemental supplies, consumable materials, paper for classroom use, ink for classroom use,	Title I Part A	4,000
<b>B1.S1.A3</b> - Academic Professional Development In/Out of County - Registration	Title I Part A	6,000
<b>B1.S1.A3</b> - Category 2 & 3 IB Training	Title I Part A	6,000
<b>B1.S1.A3</b> - Academic Professional Development In/Out of County - Travel.	Title I Part A	3,725
<b>B1.S1.A4</b> - LLI kits and other researched based academic resources.	Title I Part A	3,000

**Goal 2: Use data to plan and implement rigorous and relevant instruction to increase student achievement in all content areas by FY15.**

Description	Source	Total
<b>B1.S1.A5</b> - After school tutoring	Title I Part A	3,500
<b>B1.S1.A6</b> - Supplemental supplies ( classroom libraries, headphones, microphones, math, reading and writing lab consumable materials.	Title I Part A	2,000
<b>Total Goal 2</b>		<b>339,050</b>