Bethune Academy

2014-15 School Improvement Plan

Bethune Academy

900 AVENUE F, Haines City, FL 33844

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

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	69%

Alternative/ESE Center	Charter School	Minority
No	No	66%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	A	A

School Board Approval

This plan is pending approval by the Polk 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
Not In DA	3	Ella Thompson

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

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.

Provide the school's vision statement

It is our vision to be a leader in Science, Technology, Engineering and Mathematics (STEM) education by inspiring and preparing generations of critical and creative thinkers to meet the challenges of a global society through innovation and collaboration.

School Environment

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

Classroom teachers, K-5, develop and implement instructional units that focus on the different cultures represented in our school community.
Our Music and Art teachers enhance the instructional units with projects and hands on experiences that provide students the opportunity to explore different aspects of other cultures.

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

Bethune Academy creates a nurturing environment where all stakeholders are valued. Memorable differences for all stakeholders are created through a monthly school wide Spirit Day and Celebration. Bethune Academy Teachers and Staff reinforce a sense of community, values, and procedures to our students on a daily basis. We dedicate ourselves to providing a school wide discipline and problem solving system that provides and safe and respectful environment. Our expectations are shared with our stakeholders during connect ed messages, monthly newsletters, and parent contracts.

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

The Bethune Academy behavior plan is systemic in nature...
Each classroom teacher manages behavior expectations through the use of a four level card system.
The administration has designed an intermediate step which includes an opportunity for the student to reflect on his/her behavior in writing.
Our goal is to develop positive interventions for students who have struggled with behavior expectations.
Intervention Conferences are scheduled when students have demonstrated recurring infractions. This conference is a proactive practice involving parents, teachers, students, and Leadership Team members to
discuss issues and develop a positive behavior plan.
Positive student behavior is recognized daily through the Silver Ticket system. This system provides the

opportunity for every child to receive written recognition from staff members and reinforcement from the
administration.
A monthly Spirit Day/Celebration is held to honor various stakeholder accomplishments.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our school culture has established a safe and intentionally welcoming environment that nurtures the social-emotional needs of all students. Our Administration and Guidance Counselor have an open door policy that fosters communication among all stakeholders. They are readily available at the time of need.
Students who exhibit additional social -emotional needs are matched with staff mentors and/or various counseling groups.

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

N/A

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	2	4	2	7	7	2	24
One or more suspensions	2	1	2	2	1	5	13
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	15	14	29

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

Indicator	Grade Level		Total
	4	5	
Students exhibiting two or more indicators	1	1	2

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

Intervention Conferences are scheduled with the parents, teachers, and administration to develop an action plan for the student.

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?

No

PIP Link

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

Description

Portfolio Conferences
PTA Facebook Page
School and Grade Level Websites
Grade Level Newsletters
School Calendar
PTA Newsletter
Spirit Day/Celebration
STEM Family Nights
Field Day/ STEM Olympics
Volunteer Program
Daily Agenda Planners
Open Door Policy
Administrative Newsletters
School Advisory Council
Parent Teacher Association
School Messenger
E-mail Communication
Special Events, i.e. Grandparents' Day, Concerts, etc.
We believe that parent involvement is essential in student success. We strive to ensure that communication is a priority that links home and school.

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

Bethune Academy builds and sustains community partnerships through the following:
Active Member of Northeast Regional Chamber of Commerce
Principal serves as Chairperson of the Education Committee and is a member of other committees
Class Sponsors
School Advisory Council
Great American Teach-In
Partnered with CEMEX to develop two Outdoor Classrooms for major reclamation projects
School Grant Committee
We believe that connecting with businesses and our community enriches our instructional experiences to provide first hand knowledge.

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
Carns, Michelle	Guidance Counselor
Knowles, Sharon	Principal
Rivera, Deborah	Instructional Coach
Cotton, Christy	Instructional Coach
Gibson, Sheila	Psychologist

Duties

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

Each person on our Leadership Team provides input and feedback during our regularly scheduled meetings. Members are considered an integral part of the school based decision making process.

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

Meetings are held weekly and guided by a structured agenda prepared by the administration. The structured agenda is based on current needs and unfinished business from previous discussions. Each person brings their area of expertise to the table and is assigned tasks based on prioritized needs.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Jessica Couch	Parent
Kesha Fielder	Education Support Employee
Janet Gomez	Education Support Employee
Sheila Hamilton	Education Support Employee
Kevin Kitto	Business/Community
Sharon Knowles	Principal
Carolyn Green-McCord	Parent
Jizzette Noles	Parent
Jenna Emerson	Business/Community
Joe Stenza	Parent
Tequila Wiggins	Parent
Lucus Wilkins	Education Support Employee

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

The SAC is presented with last year's School Improvement Plan and current FCAT Data at the first SAC meeting of the new school year to discuss the outcome of scores and effectiveness of the plan.

Development of this school improvement plan

Suggestions for the new School Improvement Plan are provided and discussed at the opening meeting and written into the new plan.

Preparation of the school's annual budget and plan

Budget items are discussed at monthly meetings and input is recorded in our monthly minutes.

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

No school improvement funds were granted last year.

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
Simpson, Claretta	Teacher, K-12
Bobo, Michele	Teacher, K-12
Rivera, Deborah	Instructional Coach
Knowles, Sharon	Principal
Wilkins, Lucus	Assistant Principal
Carns, Michelle	Guidance Counselor
Cotton, Christy	Instructional Coach
Bataille, Amanda	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT shares the responsibility of attending professional development and district update meetings to train and inform our teachers on the current best practices. The team meets to discuss grant opportunities to strengthen our reading program.

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

Teachers are given three collaborative planning days during the school year to plan and collaborate above the scheduled planning days allowed by the district. Meetings during their specials block are kept at a minimum to allow for teams to plan on grade level. Subject area and vertical planning occur yearly.

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

We rely heavily on our highly developed school culture and high performing students as a recruitment strategy to recruit and retain highly effective teachers.

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

Teachers are assigned mentors based on subject area as we departmentalize. Mentors and mentees plan together on a weekly basis.

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

Teachers received professional development on unpacking the standards. They plan weekly by subject area to align resources and content to the standards. Lesson plans are checked during daily walk-throughs. An administrator attends all collaborative planning days.

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

Teachers are provided a day to review data at the beginning of the year and we meet quarterly with each teacher to discuss individual students' data and progress monitoring results. Using class data, teachers differentiate center activities and guided reading/math lessons based on student results. Students who are not making progress are monitored by our Leadership Team on a monthly basis. Interventions are implemented using the MTSS Model. Problem Solving Team Meetings are also scheduled to discuss the results with the parents of children in need of intensive interventions.

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: Before School Program

Minutes added to school year: 1,080

Provide an opportunity for struggling readers to become more fluent using an online reading program with support from a facilitator.

Strategy Rationale

Build word recognition and fluency among our struggling readers.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Wilkins, Lucus, lucus.wilkins@polk-fl.net

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

Fluency scores are collected on a monthly basis from our paraprofessionals as well as data from the online reading program.

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

Transitioning elementary to middle school students and parents attend a parent night at our feeder school where pertinent information is presented to assist with the transition. Our guidance counselor facilitates registration for the transitioning students in conjunction with our fifth grade teachers. Our students attend a Career Expo yearly to become familiar with the different middle school options in our district. During the year special area teachers from middle schools are invited to our campus to showcase their current offerings.
Pre-K students and families are invited to attend after school functions, concerts and tours of our school.

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

N/A

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

N/A

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

N/A

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

N/A

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.   All teachers will use a systemic assessment method to provide evidence of student learning in all content area standards. Bethune Academy will meet or exceed state expectations.

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. All teachers will use a systemic assessment method to provide evidence of student learning in all content area standards. Bethune Academy will meet or exceed state expectations. `1a`

🔑 G042268

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Math and Reading Common Core Resources: unpacking standards documents
- Assessment resources from former training (provided by Karen Bailey)
- Cpalms: Formative Assessment
- "Reading Wonders" assessments
- "Go Math" Assessments
- AIM Resources

Targeted Barriers to Achieving the Goal `3`

- Inadequate Planning: not organizing lessons and formative assessments in advance

Plan to Monitor Progress Toward G1. `8`

Formative and Summative Assessments

Person Responsible
Sharon Knowles

Schedule
Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion
Progress monitoring results reflect the lesson mastery and/or revisions made based on student need.

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. All teachers will use a systemic assessment method to provide evidence of student learning in all content area standards. Bethune Academy will meet or exceed state expectations. 1

🔑 G042268

G1.B1 Inadequate Planning: not organizing lessons and formative assessments in advance 2

🔑 B103060

G1.B1.S3 Planning with grade level/department, coaches and/or administrators to develop lesson plans and assessments (begin with the end in mind) 4

🔑 S114182

Strategy Rationale

Action Step 1 5

Teachers will meet with coaches and administrators as needed to develop lesson plans and assessments.

Person Responsible

Lucus Wilkins

Schedule

Weekly, from 8/29/2014 to 5/29/2015

Evidence of Completion

Teachers will have lesson plans, classroom assessment data, meeting agenda/notes

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Lesson plans, meeting notes will be submitted; support visits to classrooms

Person Responsible

Sharon Knowles

Schedule

Monthly, from 8/29/2014 to 5/29/2015

Evidence of Completion

Lesson plans, meeting notes and assessment data

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Progress monitoring

Person Responsible

Lucus Wilkins

Schedule

Monthly, from 8/29/2014 to 5/29/2015

Evidence of Completion

Progress monitoring results reflect the lesson mastery and/or revisions made based on student need.

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.B1.S3.A1	Teachers will meet with coaches and administrators as needed to develop lesson plans and assessments.	Wilkins, Lucus	8/29/2014	Teachers will have lesson plans, classroom assessment data, meeting agenda/notes	5/29/2015 weekly
G1.MA1	Formative and Summative Assessments	Knowles, Sharon	8/25/2014	Progress monitoring results reflect the lesson mastery and/or revisions made based on student need.	5/29/2015 monthly
G1.B1.S3.MA1	Progress monitoring	Wilkins, Lucus	8/29/2014	Progress monitoring results reflect the lesson mastery and/or revisions made based on student need.	5/29/2015 monthly
G1.B1.S3.MA1	Lesson plans, meeting notes will be submitted; support visits to classrooms	Knowles, Sharon	8/29/2014	Lesson plans, meeting notes and assessment data	5/29/2015 monthly

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 Opportuntities

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

G1. All teachers will use a systemic assessment method to provide evidence of student learning in all content area standards. Bethune Academy will meet or exceed state expectations.

G1.B1 Inadequate Planning: not organizing lessons and formative assessments in advance

G1.B1.S3 Planning with grade level/department, coaches and/or administrators to develop lesson plans and assessments (begin with the end in mind)

PD Opportunity 1

Teachers will meet with coaches and administrators as needed to develop lesson plans and assessments.

Facilitator

Leadership Team

Participants

All instructional staff

Schedule

Weekly, from 8/29/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**