

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: BETHUNE MARY M ELEMENTARY SCHOOL

District Name: Broward

Principal: Mary Lou Ridge

SAC Chair: Tranya Curry

Superintendent: Mr. James Notter

Date of School Board Approval: Pending School Board Approval

Last Modified on: 08-31-2009

Dr. Eric J. Smith, Commission
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chance
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

VISION and MISSION STATEMENTS

VISION STATEMENT: Bethune Elementary School of Arts meets the diverse needs of all students by fostering a positive and safe teaching and learning environment with high expectations.

MISSION STATEMENT: Bethune Elementary will provide the highest quality education for all students.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Bethune is a Performing Arts Magnet and Title One school located in Hollywood, FL. The school opened in 1960 as a neighborhood school and became a Magnet school in 1987. The school serves 663 students in grades Pre-K through 5th.

The demographics of this school include: 7.21% white, 70.4% Black, 18.5% Hispanic, 0.28% Asian, 0% Indian, and 3.53% Multiracial.

The school has 7.63% ELL students, 10.8% ESE, 91.3% are eligible for free and reduced lunch.

In 2009 Bethune earned a B school rating.

In 2009 the school did not meet the AYP criteria for the following sub groups: Economically Disadvantaged students did not make AYP in Reading and Blacks, Economically Disadvantaged and ELL did not make AYP in math.

School Accountability data indicates that 58% of students are scoring a level 3 or above on the 2008-2009 Math FCAT exam, and 65% of students scored a level 3 or above on the 2008-2009 Reading exam.

Unique School Strengths for Next Year

Bethune Elementary is a Visual and Performing Arts Magnet school. The school earned a "B" school rating during the 2008-2009 school year. Bethune is national recognized by the Network of Visual and Performing Arts Schools in the United States and Canada as the number one Innovative Arts Integration Program, four times in the past nine years. The academic curriculum is integrated throughout all of the arts disciplines.

Unique School Weaknesses for Next Year

The Magnet Arts program allows any student who wishes to explore and/or major in the Arts to attend Bethune Elementary. Each year we receive numerous Level I and II students to our Magnet program. Every year a new intervention plan must be put in place based on the high number of at risk students we accept.

Student Demographics

The demographics of Bethune Elementary are

2007: 7.70% white, 74.5% Black, 14.4% Hispanic, 0.13% Asian, 0% Indian, and 3.18% Multiracial.

2008: 7.44% white, 72.1% Black, 16.4% Hispanic, 0.13% Asian, 0% Indian, and 3.78% Multiracial.

2009: 7.21% white, 70.4% Black, 18.5% Hispanic, 0.28% Asian, 0% Indian, and 3.53% Multiracial.

Student Attendance Rates

The attendance rates are

2007: 93.80%

2008: 94.40%

2009: 93.10%

Student Mobility

The student mobility rates are

2007: 25.90%

2008: 24.50%

2009: 24.60%

Student Suspension Rates

The student In-School Suspension rates are

2007: 0.80%

2008: 0.30%

2009: 1.00%

The student Out-of-School Suspension rates are

2007: 0.10%

2008: N/A

2009: 0.30%

Student Retention Rates

The student retention rates are

2007: 7.54

2008: 7.69%

2009: N/A

Class Size

The class size averages of Bethune Elementary are

2007: 17.48% (Pre K-3)

19.16% (4-5)

2008: 17.00% (Pre K-3)

16.61% (4-5)

2009: 16.97% (Pre K-3)

18.83% (4-5)

Academic Performance of Feeder Pattern

Magnet program is open to all academic levels.

Partnerships and Grants

Early Reading First Grant for 7 Head Start classes.

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

| Position | Name | Degree(s)/ Certification(s) | # of Years at Current School | # of Years as an Administrator | Prior Performance Record * |
|----------|------|--|---------------------------------------|--------------------------------------|--|
| | | B.A. Speech Language Pathology M.A. in Deaf | | | Moved the school from a "C" rating to an |

| | | | | | |
|-----------------|----------------|--|---|----|---|
| Principal | Mary L. Ridge | Education Certification in K-12 Supervision and Administration ESOL Endorsed | 9 | 23 | "A" rating in 2006 School was rated a "B" 2009 |
| Assis Principal | Cyntheria Hunt | B.A. in Elementary Education M.A. in Educational Leadership ESOL Endorsed | 1 | 3 | School was rated a "B" in 2009 |

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

| Subject Area | Name | Degree(s)/ Certification(s) | # of Years at Current School | # of Years as a Coach | Prior Performance Record * |
|--------------|--------------|---|------------------------------|-----------------------|--|
| Reading | Joan Tashman | Master's in Elementary Education ESOL Endorsed | 23 | 15 | Many successful years as Reading Coach. % of students scoring a level 3 or higher: 2007 - 60 2008 - 52 2009 - 65 |

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

| Description of Strategy | Person Responsible | Projected Completion Date | Not Applicable (If not, please explain why) |
|--|--------------------------|---------------------------|---|
| Recruit high quality and highly qualified teachers | Mary L. Ridge: Principal | August 2009 | |
| Retain high quality and highly qualified teachers | Mary L. Ridge: Principal | June 2010 | Maintain a positive, collaborative, and learning culture throughout the school. |

Non-Highly Qualified Instructors

| Name | Certification | Teaching Assignment | Professional Development/Support to Become Highly Qualified |
|------|---------------|---------------------|---|
| None | N/A | N/A | n/A |

Staff Demographics

| Total Number of Instructional Staff | % of First-Year Teachers | % of Teachers with 1-5 Years of Experience | % of Teachers with 6-14 Years of Experience | % of Teachers with 15+ Years of Experience | % of Teachers with Advanced Degrees | % Highly Qualified | % Reading Endorsed Teachers | % National Board Certified Teachers | % ESOL Endorsed |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|--------------------|-----------------------------|-------------------------------------|-----------------|
| 54 | 0 | 41 | 32 | 26 | 28 | 100 | 0 | 15 | 100 |

Teacher Mentoring Program

| Mentor Name | Mentee Assigned | Rationale for Pairing | Planned Mentoring Activities |
|----------------------------------|-----------------|-----------------------|---|
| Elaine Engel | Mary Lamb | New to Kindergarten | Teachers will meet weekly for 30 minutes to discuss IFC, teaching strategies and to share best practices. |
| Suzanne Clark | Teresa Doetsch | New to Second Grade | Teachers will meet weekly for 30 minutes to discuss IFC, teaching strategies and to share best practices. |
| Mary Lou Ridge Cyntheria Hunt | Dawn Fein | Classroom Management | Administration will meet monthly for 30 minutes with the teacher to discuss CHAMPS and other classroom management strategies. |
| | | | Administration will meet |

Mary Lou Ridge
Cynthia Hunt

Louise
Carpenter

Classroom
Management

monthly for 30 minutes
with the teacher to
discuss CHAMPS and
other classroom
management strategies.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Title I funds are used for professional development for teacher at the end of the school year to develop instructional focus calendars and to disaggregate student achievement data.

Title I funds are also used for parent involvement activities such as Parent FCAT night, Reading, Math, Science and Writing Nights.

Title I, Part C- Migrant

N/A

Title I, Part D

The District receives funds to support the Educational Alternative Outreach Program that coordinates services with the District's Dropout Prevention Program.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs.

Title III

The District provides educational material and support services to improve the education of immigrant and English Language Learners.

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. In addition, academic tutoring is provided at homeless shelters. In addition, our Homeless Liaison and School Social Worker work closely with families that are identified homeless, providing them the essentials and support they need.

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that includes field trips, community service, and counseling. In addition, Administration conducts student workshops on anti-bullying for grades K-5.

Prevention Programs (District) CHAMPS- Classroom Management

Nutrition Programs

We employ a physical education teacher to provide a firm foundation in nutrition and physical well-being. Bethune participates in the Commit 2 B Fit Program.

Housing Programs

N/A

Head Start

We currently service 130 students in our Head Start/Pre K classes, helping to prepare our community's pre-kindergarten children for the rigors of elementary school.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Counseling (District) -Services through Guidance Department and Innovation Zone Family Counseling Program.

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

The school-based RtI Leadership Team consists of School Support Staff (ESE Specialist, Student Support Specialist, Guidance Counselor, Curriculum Specialist, and Reading Coach) may also include the Principal, Assistant Principal, School Psychologist, and classroom teacher involved, the Speech Pathologist (if needed) and the parent (if requested).

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

A referral is made to the RtI Leadership Team using a form that explains documentation to be gathered, etc. This done after at least one conference with parent documenting the concern and intervention (Tier I) has been attempted based on an individual assessment (DAR, IRI, for reading, math inventory, end of book test, TEMA, TOMA math or collecting anecdotal such as behavior charts for a Functional Behavior Assessment).
Once the team meets, additional more intensive interventions are suggested (Tier II and/or Tier III). A case manager, who is a member of the Leadership Team and also acts as the grade level liaison, is assigned to assist the teacher and continuous monitoring begins. The case manager assigned will meet with the teacher to address data collected and document student progress.
If the student continues to have difficulty, the team will reconvene with teacher/case manager/parent updating team based on the continuing data collected. A more intense intervention will be suggested/attempted.(Tier III). If there continues to be great difficulty, a referral for formal disability identification may be considered.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The school-based RtI Leadership Team aims to assist each student in reaching their maximum potential by collecting and analyzing student data, formulating an individual plan based on data collected and continuously monitoring the results.

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline data: Progress Monitoring and Reporting Network (PMRN), Broward Assessment Tests (BAT 1 & 2 for reading, math, and science) Florida Comprehensive Assessment Test (FCAT)
Progress Monitoring: PMRN, Mini Assessments, FCAT Simulation
Midyear: Florida Assessments for instruction in reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA), BAT 1 & 2
End of year: FAIR and FCAT
Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on RtI.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. Two PD session entitled: "RtI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RtI and RtI:Challenges to Implementation Data/based Decision-making, and Supporting and Evaluating Intervention will take place in August and October. The RtI team will also evaluate additional staff PD needs during the weekly RtI Leadership Team meetings. Data Disaggregation

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Based on the 2008-2009 FCAT data, 65% of students are reading at or above grade level and 68% of students made a year's worth of progress in reading. 61% of third graders are reading at or above in reading, 65% of students in grades four and 70% of students in grade five are reading at or above grade level in reading. 62% of fourth graders and 74% of fifth graders made learning gains in reading. Economically Disadvantaged students did not make AYP in reading, but all other subgroups made Annual Yearly Progress.

In Math, 58% of the students are at or above grade level. 64% of students made a year's worth of progress in math and 70% of struggling students made a year's worth of progress in math. 57%, 61% and 58% are meeting high standards in third, fourth and fifth grade respectively. 52% of fourth graders made learning gains and 75% of fifth graders made learning gains in math. Black, Hispanic, and Economically Disadvantaged students did not make annual yearly progress in math.

In Writing, 83% of students met state standards. Bethune did not make annual yearly progress in writing.

In Science, 30% of students are at or above grade level in science.

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

Lead teachers returned to school for an extra 12 days at the end of the 2008-2009 school year to develop the initial 2009-2010 instructional calendar.

They reviewed K-5 student achievement data to identify areas of strengths and need improvement that were common to the school at large.

Teachers will be in-serviced by the Lead Teachers during the pre-planning week on how to implement and follow the instructional calendar.

Adherence to the IFC will be monitored via classroom walkthroughs by the Leadership Team as well as monthly data binder checks by the principal, assistant principal, and individual case managers (assigned as needed). The grade level teams will also meet weekly with their grade level liaisons to plan their lessons using their IFC.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Priority Reading Focus: Words and Phrases in Context, Main Idea,
Priority Math Focus: Measurement and Algebraic Thinking
Priority Writing Focus: Organization
Priority Science Focus: Force/Motion and Energy

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

All teachers have been trained in the Sunshine State Standards and in using differentiated instruction to meet individual students' needs.

Teachers have been assigned to grade levels where their particular skill sets would serve their students best.

Students have been assigned to teachers based upon student academic needs and teacher efficacy in meeting those particular needs.

SWD have been placed with high-performing ESE and Elementary Ed. teachers. ELL students who have been classified as A1-C1 have been placed with ESOL certified teachers in clustered or sheltered classes.

Training in using the Instructional Focus Calendar stressed that it is a guide and that individual students' needs must be met while maintaining the general guidelines set out in it.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

N/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Grade levels teams meet at the end of the year and during pre-planning week to align lesson plans and instructional delivery for the forthcoming school year. They are also given common planning time in order to share best practices and resources throughout the school year. Weekly planning sessions with the grade liaison are conducted around the IFC and CWT data. Formal team meetings are required on a bi-monthly basis and minutes of these meetings are submitted to administration.

How are instructional focus lessons developed and delivered?

Instructional focus lessons are developed based on FCAT data. Lessons are developed based on student need according to the performing and non-performing areas of the 2009 FCAT results. Instructional focus lessons will be taught throughout the instructional period as determined by student need. The focus lesson will be taught by the content area teachers.

How will instructional focus lessons be revised and monitored?

Student achievement results of Mini Benchmark Assessments will determine whether the focus lessons need to be revised. Teachers and administrators will ensure that the focus lessons are effective through pre and post assessments on the lesson objective and through conferencing with students and teachers regarding the results of the assessments.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

The assessments used to determine student comprehension based on IFC's are the Developmental Reading Assessment (DAR), the San Diego Reading Test, and District mini Benchmark Assessments. Each Benchmark will have between 5-10 questions. The assessments will be administered before and after Benchmark lessons and as necessary to assess student comprehension.

How are assessments used to identify students reaching mastery and those not reaching mastery?

The mastery for each assessment is determined by instrument assessment norms. The District Mini Benchmark Assessments mastery level is equal to 3/5 questions correct in a skill area. The student must get the majority of the questions correct.

The assessment results will be used to redirect the Instructional Focus Calendars by students not meeting proficiency standards will be double dosed in the skill.

Teachers will differentiate their instruction based on assessment results during their small group lessons. Students will be grouped according to their skill and ability level.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Teachers differentiate their instruction for students who are performing at mastery levels through enrichment activities to extend student knowledge of the IFC's Benchmark lessons. These enrichment activities include individual student projects, collaborative team projects, extra-curricular clubs, and/or GLIDES project-based learning activities.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Teachers will meet with their content area/team PLC bi-monthly to review/discuss assessment data. They will also informally meet weekly during their shared planning period. These meetings will be facilitated/monitored by a grade level liaison and documented by Team Leader meeting minutes.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The Principal and Leadership Team ensure that data analysis of assessment results are being used to differentiate instruction based on students' academic needs through Classroom Walkthrough, meeting minutes review, lesson plan review and student assessment results.

The instructional coaches will monitor instruction, support teachers through dispersing extra support materials, model best practices, and evaluate efficacy. Grade level liaisons (members of Leadership Team) will meet bi-monthly with grade teams to review data trends, student achievement, IFC's, and help develop lesson plans. Staff meetings will be combined with Professional Learning Communities where Best Practices are shared with school faculty by members of the School Focus Groups, Leadership Team, Administration, or Instructional Coaches.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

Reading Core: K-3 MacMillan Treasures Series, 4-5 Harcourt Trophies
Reading Supplemental: Novel-based Literature Circles, GLIDES project-based learning, SMART classroom technology, Accelerated Reader/Renaissance Place, Thinking Maps, and Odyssey. Reading Intensive Instruction and Interventions: Quick Reads, Phonics for Reading, FCAT Explorer, Informal Reading Lindamood-Bell Phoneme Sequencing Program (LIPS), Reading Mastery by SRA, Great Leaps, Elements of Reading-Fluency, Soar to Success, Super QAR, and Lindamood-Bell Visualizing and Verbalizing (3-5) Math Core: Harcourt Math Math Supplemental: Enrichment websites, Math Party, Math Superstars, and Thinking Maps. Math Intensive Instruction and Interventions: Compass Learning Odyssey, Harcourt Math Intervention Skills, Hands-On Base Ten Blocks, BEACON (SBBC), and Hands on Equations.
Writing Core: Thinking Maps Writing and BEEP Writing Lessons
Writing Supplemental: Mary Lewis Writing and Six Traits Writing
Science Core: Harcourt Science
Science Supplemental: Buckle Down Science, SRA Science, and Science Alive

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Students will be provided remediation/interventions in areas of non-mastery in reading, math, and writing based on differentiated instruction. Content area teachers will use the above described intensive instruction and intervention programs.

How does the school identify staff's professional development needs to improve their instructional strategies?

The school identifies staff's professional development needs to improve instructional strategies through a Professional Development Committee, we compile data analysis from various assessments, administrative walk-through results and teacher surveys.

Which students will be targeted for supplemental and intensive instruction/interventions?

As a result of progress monitoring (class work assignments and assessment results) and observations (classroom teacher, instructional coach, administrators, counselors, etc.) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions. Students not meeting mastery will be offered after-school assistance through both Supplemental Educational Services (SES) and after-school camps as well as receiving assistance during the regular school day.

How will the effectiveness of the interventions be measured throughout the year?

All personnel providing services to a student not making mastery will meet to discuss their evidence and/or documentation of strategies and interventions that have been previously utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Gifted/High Achieving classrooms consist of students whose scores exceed mastery with a gifted certified teacher. Students follow an appropriate IFC which enriches content material at an accelerated pace to meet their needs. Students are also enriched through the use of technology including United Streaming, Promethean flip charts, Accelerated Reader and GLIDES Project Based Learning.

Describe how students are identified for enrichment strategies.

FCAT results, in addition to student progress in a specific course, as well as assessment results that demonstrate consistent proficiency/mastery are used to determine placement in higher level courses and academic programs. Teacher recommendation is also taken into consideration. Parent conferences are held with the recommending teacher, instructional coach, guidance counselor, and a member of the leadership or administrative team. The parents are counseled on the expectations for the student in the higher level course, as well as their continued parental involvement.

Professional Learning Communities

| PLC Organization (grade level, subject, etc.) | PLC Leader | Frequency of PLC Meetings | Schedule (when) | Primary Focus of PLC (include Lesson Study and Data Analysis) |
|---|-----------------------------------|---------------------------|-----------------------------------|--|
| Data Chats | Mary Lou Ridge and Cyntheria Hunt | Monthly for 30 minutes | Every Fourth Wednesday at 2:45 pm | The focus of this PLC is to analyze student achievement data to monitor student achievement |
| Kindergarten | Elaine Engel | Monthly for 30 minutes | Every Fourth Thursday at 2:45 pm | The focus of this PLC is to share best practices and review the instructional focus calendar objectives. |
| First Grade | Team Leader | Monthly for 30 minutes | Every Fourth Thursday at 2:45 pm | The focus of this PLC is to share best practices and review instructional focus calendar objectives. |
| Second Grade | Mrs. Gensel | Monthly for 30 minutes | Every Fourth Thursday at 2:45 pm | The focus of this PLC is to share best practices and review instructional focus calendar objectives |
| Third Grade | Team Leader | Monthly for 30 minutes | Every Fourth Thursday at 2:45 pm | The focus of this PLC is to share best practices and review instructional focus calendar objectives |
| Fourth Grade | Team Leader | Monthly for 30 minutes | Every Fourth Thursday at 2:45 pm | The focus of this PLC is to share best practices and review instructional focus calendar objectives |
| Fifth Grade | Lhdi Evans | Monthly for 30 minutes | Every Fourth Thursday at 2:45 pm | The focus of this PLC is to share best practices and review instructional focus calendar objectives |
| Singapore Math | Terri LaTour | November 2009 | November 14 and TBA | The focus of this PLC is to learn the math strategies of Singapore Math. |

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
[Show Attached Notification of \(School in Need of Improvement\) SINI Status](#)
- Public School Choice with Transportation (CWT) Notification
[Show Attached Public School Choice with Transportation \(CWT\) Notification](#)
- Notification of (School in Need of Improvement) SINI Status
[Show Attached Supplemental Educational Services \(SES\) Notification](#)

Pre-School Transition

Bethune provides a special Open House for all Head Start children and their parents to become familiar with the procedures of our school.

We also have a Kindergarten Round-Up in May where the students and parents meet the teachers and go over procedures.

In addition, we have a Back to School Night on the Friday before school begins to welcome students and their parents for the upcoming year.

Our school is the head start site for our community, and most of the children/parents are very familiar with the policies and procedures already.

Communication with the community concerning the preschool program is through the "Tiger Tale" newsletter, the school marquee, fliers to the local community centers. Families are invited to all Performing Arts programs throughout the year. At this time, announcements are made encouraging participation in the preschool program.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goal

| | |
|--------------------------|--|
| Needs Assessment: | Based on School Grade and Adequate Yearly Progress Data: Did the total percent proficient increase or decrease? What is the percent change? What clusters/strands, by grade level, showed decrease in proficiency? Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets? Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains? Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains? |
|--------------------------|--|

| Based on the Needs Assessment, Identify Area(s) for Improvement | | Objective Linked to Area of Improvement | | |
|---|---|---|---|---|
| 65% of students are reading at or above grade level. | | By May 2010, 72% of all students will score a Level 3 or higher on the FCAT Reading | | |
| | Action Step | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool |
| 1 | Students that scored a level 1 or 2 will receive push in or pull out support on targeted reading strands. | Administration | Students will be administered a pre-test and post test to determine the effectiveness of the program. | Phonics for Reading, IRI, DAR, Trophies Oral Reading Fluencies, Treasures Oral Reading Fluencies, Running Records, FCAT Maker Progress Monitoring, Benchmark Assessment |
| 2 | Students that scored a Level 4 or 5 will receive reading enrichment through World Cultures study. | Administration | Students will be administered a pre-test and post test to determine the effectiveness of the program. | Phonics for Reading, IRI, DAR, Trophies Oral Reading Fluencies, Treasures Oral Reading Fluencies, Running Records, FCAT Maker Progress Monitoring, Benchmark Assessment |
| 3 | All teachers will utilize Target Teach strategies for differentiation of skills. | Administration | Teachers will administer a pre-test and post test to monitor student achievement. | Pre/Post Test |
| 4 | Students that scored a level 1 or 2 will be provided push-in/pull out services to improve words in context, reference and research, compare/contrast skills | Classroom Teachers | Teachers will administer a pre-test and post test to monitor student achievement. | Mini-BATs, Benchmark test, End of selection test. |

| Based on the Needs Assessment, Identify Area(s) for Improvement | | Objective Linked to Area of Improvement | | |
|--|---|---|---|--|
| 60% of struggling students made learning gains on the 2009 FCAT Reading. | | By May 2010, 72% of struggling students will make learning gains on the FCAT Reading. | | |
| | Action Step | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool |
| 1 | Students that scored a level 1 or 2 will receive push in or pull out support on targeted reading strands. | Mary Lou Ridge Cyntheria Hunt | Students will be administered a pre-test and post test to determine the effectiveness of the program. | Phonics for Reading, IRI, DAR, Trophies Oral Reading Fluencies, Treasures Oral Reading Fluencies, Running Records, Benchmark Assessment |
| 2 | All teachers will utilize Target Teach strategies for differentiation of skills. | Classroom Teacher | Students will be administered a pre-test and post test to determine the effectiveness of the program. | Phonics for Reading, IRI, DAR, Trophies Oral Reading Fluencies, Treasures Oral Reading Fluencies, Running Records, Rigby PM Benchmark Assessment |

| Based on the Needs Assessment, Identify Area(s) for Improvement | | Objective Linked to Area of Improvement | | |
|--|---|--|---|--|
| Economically Disadvantaged Students did not make AYP in reading, all other subgroups made AYP. | | By May 2010, 72% of each AYP subgroup will score a Level 3 or higher on the FCAT Reading | | |
| | Action Step | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool |
| 1 | Students will receive push in or pull out support on targeted reading strands. | Reading Coach and Classroom Teacher | Students will be administered a pre-test and post test to determine the effectiveness of the program. | Phonics for Reading, Buckle Down Reading, Focus on, STARS |
| 2 | Teachers will use instructional strategies from A+ Rise, and Target Teach to instruct struggling readers. | Classroom Teachers, Reading Coach, Leadership Team, Mary Lou Ridge and Cyntheria Hunt | Frequent and on-going progress monitoring, Classroom Walkthrough, and Data Chats | Target Teach, Phonics for Reading, STARS, Mini BATS, Sept/Nov BATS |

Professional Development Aligned with Objective:

| Objective Addressed | Content/Topic | Facilitator | Target Date | Strategy for Follow-up/Monitoring | Person Responsible for Monitoring |
|--|---|---------------|----------------|---|-----------------------------------|
| In grades K-5, Teachers will participate in professional learning communities to develop effective reading strategies. | Reading Centers; Reading through Technology | Reading Coach | September 2009 | Classroom Walk-Through, Teachers Sharing Best Practices | Joan Tashman: Reading Coach |
| In grades K-5, Teachers will participate in professional learning communities to develop effective reading strategies. | Words and Phrases in Context | Reading Coach | September 2009 | Classroom Walkthrough, Sharing of Best Practices | Mary Lou Ridge and Cyntheria Hunt |

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

N/A

Budget:

| Evidence-based Program(s)/Material(s) | | |
|--|----------------|--------------------------------|
| Description of Resources | Funding Source | Available Amount |
| Focus On Reading | Title I | \$500.00 |
| Renaissance Learning Leveled Chapter Books | Title I | \$2,000.00 |
| | | Total: \$2,500.00 |
| Technology | | |
| Description of Resources | Funding Source | Available Amount |
| Renaissance Learning Technology | District | \$0.00 |
| FCAT Explorer | District | \$0.00 |
| CCC Lab | District | \$0.00 |
| Net Trekker | District | \$0.00 |
| A+ Rise | District | \$0.00 |
| | | Total: \$0.00 |
| Professional Development | | |
| Description of Resources | Funding Source | Available Amount |
| McGraw Treasures (K-3) | District | \$0.00 |
| GLIDES Training | District | \$0.00 |
| | | Total: \$0.00 |
| Other | | |
| Description of Resources | Funding Source | Available Amount |
| No Data | No Data | \$0.00 |
| | | Total: \$0.00 |
| | | Final Total: \$2,500.00 |

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

| Based on the Needs Assessment, Identify Area(s) for Improvement | | Objective Linked to Area of Improvement | | |
|--|--|---|--|--|
| 58% of all students scored a level 3 or above on the 2009 FCAT Math. | | By May 2010, 74% of all students will score a Level 3 or higher on the FCAT Math. | | |
| | Action Step | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool |
| 1 | An instructional focus calendar (based on SSS) which identifies specific grade level skills with accompanying lessons for daily instruction – Grades K-5 will be utilized. | Leadership Team | Classroom Walkthroughs and observations | MiniBATs, BAT 1 & 2, Chapter/Unit Tests, Odyssey, FCAT Explorer, Harcourt Math Intervention Skills |
| 2 | Teachers use receive student performance data in order to drive instruction and identify areas in need of staff development. | Mary Lou Ridge | Data Binders | Mini BATs, BAT 1 & 2, Chapter Tests, Math Journals |

| Based on the Needs Assessment, Identify Area(s) for Improvement | | Objective Linked to Area of Improvement | | |
|--|--|--|--|--|
| 70% of all struggling students made learning gains on the FCAT math. | | 75% of all struggling students will make learning gains on the 2010 FCAT Math. | | |
| | Action Step | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool |
| 1 | Support personnel will provide weekly remediation for struggling/at-risk students. | Mary Lou Ridge, Cyntheria Hunt, ESE Specialist | IEP Meetings, Data Chats | Mini BATs, BAT 1 & 2, Chapter/Unit Tests |

| Based on the Needs Assessment, Identify Area(s) for Improvement | | Objective Linked to Area of Improvement | | |
|---|---|--|---|--|
| Black, ELL, and Economically Disadvantaged students did not make AYP in Math, all other subgroups made AYP. | | By May 2010, 75% of Black, ELL, and Economically Disadvantaged students will make AYP in Math. | | |
| | Action Step | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool |
| 1 | Black students will be supplemented with Moving with Math, Mountain Math, Math for Today, Math Hands-On Math, Connections, and Hands-On Critical Math Strategies. | Classroom Teacher, ESE Specialist | Classroom walkthrough, Data Binder review, and classroom observations | Mini-BATs, Data Chats, BAT 1 & 2, Chapter/Unit Tests, and Individual Program Evaluation Tools, |
| 2 | ELL students will be supplemented with Moving with Math, Mountain Math, Math for Today, Math Hands-On Math, | Classroom Teacher, ESE Specialist, Mary Lou Ridge and Cyntheria Hunt | Classroom walkthrough, Data Binder review, and classroom observations | Mini-BATs, Data Chats, BAT 1 & 2, Chapter/Unit Tests, Individual Program Evaluation Tools, Math Journals, and FCAT Explorer. |

| | | | | |
|---|---|--|---|---|
| | Connections, and Hands-On Critical Math Strategies, Target Teach Strategies and A+Rise Strategies. | | | |
| 3 | Economically Disadvantaged students will be supplemented with Moving with Math, Mountain Math, Math for Today, Math Hands-On Math, Connections, and Hands-On Critical Math Strategies, Target Teach Strategies and A+Rise Strategies. | Classroom Teacher, Mary Lou Ridge and Cyntheria Hunt | Classroom walkthrough, Data Binder review, and classroom observations | Mini-BATs, Data Chats, BAT 1 & 2, Chapter/Unit Tests, Individual Program Evaluation Tools, Math Journals, and FCAT Explorer |

Professional Development Aligned with Objective:

| Objective Addressed | Content/Topic | Facilitator | Target Date | Strategy for Follow-up/Monitoring | Person Responsible for Monitoring |
|---|--|--------------------|--------------|---|-----------------------------------|
| In grades K-5, Teachers will participate in professional learning communities to develop effective Math strategies. | Math Test Specifications/ Core Math Skills | District Personnel | August 2009 | Classroom Walkthrough/Lesson Plan Check | Mary Lou Ridge and Cyntheria Hunt |
| In grades K-5, Teachers will participate in professional learning communities to develop effective Math strategies. | Differentiated Instruction | District | October 2009 | Classroom Walkthrough/Lesson Plan Check | Mary Lou Ridge and Cyntheria Hunt |

Budget:

| Evidence-based Program(s)/Material(s) | | |
|---------------------------------------|----------------------|------------------|
| Description of Resources | Funding Source | Available Amount |
| Math Games and Centers | Title I | \$1,000.00 |
| Total: \$1,000.00 | | |
| Technology | | |
| Description of Resources | Funding Source | Available Amount |
| Target Teach, ENI | District | \$0.00 |
| FCAT Explorer | District | \$0.00 |
| Unitedstreaming | District | \$0.00 |
| BEEP | District | \$0.00 |
| Total: \$0.00 | | |
| Professional Development | | |
| Description of Resources | Funding Source | Available Amount |
| Core Math Skills Workshop | District | \$0.00 |
| Singapore Math | District and Title I | \$500.00 |
| Total: \$500.00 | | |
| Other | | |
| Description of Resources | Funding Source | Available Amount |
| Math Superstars | Title I | \$500.00 |
| Total: \$500.00 | | |
| Final Total: \$2,000.00 | | |

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

| Based on the Needs Assessment, Identify Area(s) for Improvement | | Objective Linked to Area of Improvement | | |
|---|--|---|--|---|
| 30% of grade 5 students achieved mastery on the 2009 administration of the FCAT Science Test. | | 40% of grade 5 students achieved mastery on the 2010 administration of the FCAT Science Test. | | |
| | Action Step | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool |
| 1 | Students will conduct experiments utilizing the scientific method and inquiry. Students will utilize hands on science kits and conduct science experiments weekly. | Classroom Teachers, Team Leaders, and Leadership Team | PLC Meetings, Classroom Walkthroughs, Data Binders, and Plan Books | Science BATS, Science Mini BATS, Harcourt Science Chapter Tests, Snapshots Assessments, Science Journals, projects, and FCAT Explorer |
| 2 | Students in grade 3-5 will watch Science Alive (BECON broadcast) on a weekly basis and participate in the Science Alive Challenge. | Classroom Teachers, Team Leaders, and Leadership Team | PLC Meetings, Classroom Walkthroughs, Data Binders, and Plan Books | Science BATS, Science Mini BATS, Harcourt Science Chapter Tests, Snapshots Assessments, Science Journals, projects, Science Alive Challenge Data, and FCAT Explorer |
| 3 | Students (including ESE) will solve problems utilizing science content knowledge and application of science concepts. | Classroom Teachers, Team Leaders, and Leadership Team | PLC Meetings, Classroom Walkthroughs, Data Binders, and Plan Books | Science BATS, Science Mini BATS, Harcourt Science Chapter Tests, Snapshots Assessments, Science Journals, projects, and FCAT Explorer |
| 4 | Teachers will utilize SRA Science Snapshots in the classrooms to teach science concepts and to integrate technology. | Classroom Teachers, Team Leaders, and Leadership Team | PLC Meetings, Classroom Walkthroughs, Data Binders, and Plan Books | Science BATS, Science Mini BATS, Harcourt Science Chapter Tests, Snapshots Assessments, Science Journals, projects, and FCAT Explorer |
| 5 | Teachers will use K-5 curriculum maps which identify specific grade level skills with accompanying lessons for daily instruction. Teachers will analyze assessment results to determine which skills need remediation. | Classroom Teachers, Team Leaders, and Leadership Team | PLC Meetings, Classroom Walkthroughs, Data Binders, and Plan Books | Science BATS, Science Mini BATS, Harcourt Science Chapter Tests, Snapshots Assessments, Science Journals, projects, and FCAT Explorer |

Professional Development Aligned with Objective:

| Objective Addressed | Content/Topic | Facilitator | Target Date | Strategy for Follow-up/Monitoring | Person Responsible for Monitoring |
|--|----------------------|--------------------|-------------|---|--|
| Teachers will conduct hands-on experiments weekly with the students to teach the scientific processes. | Hands On Experiments | District Personnel | On-going | Classroom Walkthroughs, Science BATS, Science mini BATS, Science Journals | Mary Lou Ridge, Cyntheria Hunt and Leadership Team |

Budget:

| Evidence-based Program(s)/Material(s) | | |
|---------------------------------------|----------------|------------------|
| Description of Resources | Funding Source | Available Amount |
| Delta Science Kits | District | \$0.00 |
| Total: \$0.00 | | |
| Technology | | |
| Description of Resources | Funding Source | Available Amount |
| Science Alive | District | \$0.00 |
| UnitedStreaming | District | \$0.00 |
| Total: \$0.00 | | |
| Professional Development | | |
| Description of Resources | Funding Source | Available Amount |
| Science Test Specification Training | District | \$0.00 |
| Total: \$0.00 | | |

| Other | | |
|--------------------------|----------------|----------------------------|
| Description of Resources | Funding Source | Available Amount |
| No Data | No Data | \$0.00 |
| | | Total: \$0.00 |
| | | Final Total: \$0.00 |

End of *Science* Goal

Writing Goal

Needs Assessment: Based on School Grade Data:
 Did the total percent proficient increase or was the percent proficient maintained?
 What clusters/strands showed decrease in proficiency?

| Based on the Needs Assessment, Identify Area(s) for Improvement | | Objective Linked to Area of Improvement | | |
|---|--|---|--|---|
| 83% of students met state standards in writing on the 2009 FCAT Writing Assessment. | | 87% of students met state standards in writing on the 2010 FCAT Writing Assessment. | | |
| | Action Step | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool |
| 1 | Students whose initial scores (FCAT Writing Rubric) are at risk to meet AYP criteria in 2010 will receive additional writing instruction to accelerate writing skills. | Cyntheria Hunt and Classroom Teachers | Closely monitor students who are determined to be at risk. | Monthly Writing Prompts, student work samples, content specific writing samples, and writing journals |
| 2 | Targeted students not meeting writing standards will participate in double dose writing instruction grouped according to trait weaknesses and strengths. | Cyntheria Hunt | Pull Out Writing Groups | Monthly Writing Prompts, student work samples, content specific writing samples, and writing journals |
| 3 | Teachers (including ESE) will integrate writing into all content areas and will evaluate writing samples to determine appropriate focus for classroom lessons. | Cyntheria Hunt and Team Leaders | PLC Meetings, Lesson Plans and Classroom Walkthroughs | Monthly Writing Prompts, student work samples, content specific writing samples, and writing journals |
| 4 | Broward Enterprise Education Portal (B.E.E.P.) will be used to enhance the instruction of all students by utilizing the various web-based tools made available to all instructional employees (A+ Rise, Apple Digital School, Atomic Learning, Net Trekker, United Streaming, etc.). | Team Leaders, Curriculum Specialist, Mary Lou Ridge and Cyntheria Hunt | PLC Meetings, Lesson Plans and Classroom Walkthrough | Monthly Writing Prompts, student work samples, content specific writing samples, and writing journals |

Professional Development Aligned with Objective:

| Objective Addressed | Content/Topic | Facilitator | Target Date | Strategy for Follow-up/Monitoring | Person Responsible for Monitoring |
|--|--|-----------------------|--------------|---|-----------------------------------|
| In grades K-5, Teachers will participate in professional learning communities to develop effective writing strategies. | Accessing & Implementing BEEP Lesson Plans | Curriculum Specialist | August 2009 | Classroom Walkthroughs, Student writing samples, and writing journals | Mary Lou Ridge and Cyntheria Hunt |
| In grades K-5, Teachers will participate in professional learning communities to develop effective writing strategies. | Critical Content Writing/Six Traits | Vendor | October 2009 | Classroom Walkthrough, Student Writing samples, and writing journals. | Mary Lou Ridge and Cyntheria Hunt |

Budget:

| Evidence-based Program(s)/Material(s) | | |
|---------------------------------------|-----------------------|----------------------------|
| Description of Resources | Funding Source | Available Amount |
| Six Traits Writing | Accountability | \$0.00 |
| | | Total: \$0.00 |
| Technology | | |
| Description of Resources | Funding Source | Available Amount |
| BEEP | District | \$0.00 |
| Promethean Board | District | \$0.00 |
| | | Total: \$0.00 |
| Professional Development | | |
| Description of Resources | Funding Source | Available Amount |
| District Based Writing Workshop | District | \$0.00 |
| Critical Content Writing | School Accountability | \$0.00 |
| | | Total: \$0.00 |
| Other | | |
| Description of Resources | Funding Source | Available Amount |
| No Data | No Data | \$0.00 |
| | | Total: \$0.00 |
| | | Final Total: \$0.00 |

End of **Science** Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

| Based on the Needs Assessment, Identify Area(s) for Improvement | | Objective Linked to Area of Improvement | | |
|--|--|--|---|--|
| 25% of parents participate in decision making meetings about their child's education as evidenced by parental attendance at monthly SAC meeting and parent/teacher conferences | | 28% of parents will participate in decision making meetings about their child's education as evidenced by attendance at monthly SAC meetings and parent teacher conferences. | | |
| | Action Step | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool |
| 1 | Parents will be involved in the development and evaluation of the School Improvement Plan. | Tranya Curry Lhdi Evans | Monthly SAC Meetings | SAC attendance sheets |
| 2 | Increase communication between school and parents. | Classroom Teacher, Mary Lou Ridge, Cyntheria Hunt | SAC Meeting minutes and attendance, Attendance at Parent/Teacher conferences and school events. | Parent/ Teacher Conferences, Title I sign-in sheets |
| 3 | A school Parental Involvement Policy will be developed by all stakeholders which will include a school-family compact that will be distributed to parents with the Back-to-School Information packet (signed compacts returned by parents will be kept on file at the school). | Title I Coordinator | Attendance at various events | Title I Sign-in sheets |
| 4 | FCAT Workshops for parents will be scheduled each month in the areas of reading, math, writing, and | Mary Lou Ridge and Cyntheria Hunt | Attendance Sheets | Parent meeting evaluation forms, Title I Sign-in Sheet |

| | | | | |
|---|---|---|----------------------------|--|
| | science. | | | |
| 5 | Individual student assessment results, including an interpretation of those results, will be provided to all parents. | Mary Lou Ridge, Cyntheria Hunt and Classroom Teachers | Parent/Teacher conferences | Attendance at Parent/Teacher conferences |

Professional Development Aligned with Objective:

| Objective Addressed | Content/Topic | Facilitator | Target Date | Strategy for Follow-up/Monitoring | Person Responsible for Monitoring |
|---|-------------------------------|-------------|-------------|--|-----------------------------------|
| 28% of parents will participate in decisions regarding their child's educational documentation as evidenced by attendance at parent trainings, meetings or conferences. | Increase Parental Involvement | Principal | August 2009 | Monthly SAC Meeting Attendance, Attendance at various workshops, Title I Attendance Sheets | Tranya Curry: Title I Coordinator |

Budget:

| Evidence-based Program(s)/Material(s) | | |
|---------------------------------------|----------------|------------------|
| Description of Resources | Funding Source | Available Amount |
| No Data | No Data | \$0.00 |
| Total: \$0.00 | | |
| Technology | | |
| Description of Resources | Funding Source | Available Amount |
| Virtual Counselor | District | \$0.00 |
| FCAT Explorer | District | \$0.00 |
| BEEP | District | \$0.00 |
| Bethune Website | District | \$0.00 |
| Total: \$0.00 | | |
| Professional Development | | |
| Description of Resources | Funding Source | Available Amount |
| FCAT Family Nights | Title I | \$3,000.00 |
| Total: \$3,000.00 | | |
| Other | | |
| Description of Resources | Funding Source | Available Amount |
| Monthly Parent Resource Flyer | Title I | \$1,500.00 |
| Total: \$1,500.00 | | |
| Final Total: \$4,500.00 | | |

End of **Parent Involvement** Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|--|-----------------------|--------------------------------|
| Goal | Description of Resources | Funding Source | Available Amount |
| Reading | Focus On Reading | Title I | \$500.00 |
| Reading | Renaissance Learning Leveled Chapter Books | Title I | \$2,000.00 |
| Mathematics | Math Games and Centers | Title I | \$1,000.00 |
| Writing | Six Traits Writing | Accountability | \$0.00 |
| Science | Delta Science Kits | District | \$0.00 |
| | | | Total: \$3,500.00 |
| Technology | | | |
| Goal | Description of Resources | Funding Source | Available Amount |
| Reading | Renaissance Learning Technology | District | \$0.00 |
| Reading | FCAT Explorer | District | \$0.00 |
| Reading | CCC Lab | District | \$0.00 |
| Reading | Net Trekker | District | \$0.00 |
| Reading | A+ Rise | District | \$0.00 |
| Mathematics | Target Teach,ENI | District | \$0.00 |
| Mathematics | FCAT Explorer | District | \$0.00 |
| Mathematics | Unitedstreaming | District | \$0.00 |
| Mathematics | BEEP | District | \$0.00 |
| Writing | BEEP | District | \$0.00 |
| Writing | Promethean Board | District | \$0.00 |
| Science | Science Alive | District | \$0.00 |
| Science | UnitedStreaming | District | \$0.00 |
| Parental Involvement | Virtual Counselor | District | \$0.00 |
| Parental Involvement | FCAT Explorer | District | \$0.00 |
| Parental Involvement | BEEP | District | \$0.00 |
| Parental Involvement | Bethune Website | District | \$0.00 |
| | | | Total: \$0.00 |
| Professional Development | | | |
| Goal | Description of Resources | Funding Source | Available Amount |
| Reading | McGraw Treasures (K-3) | District | \$0.00 |
| Reading | GLIDES Training | District | \$0.00 |
| Mathematics | Core Math Skills Workshop | District | \$0.00 |
| Mathematics | Singapore Math | District and Title I | \$500.00 |
| Writing | District Based Writing Workshop | District | \$0.00 |
| Writing | Critical Content Writing | School Accountability | \$0.00 |
| Science | Science Test Specification Training | District | \$0.00 |
| Parental Involvement | FCAT Family Nights | Title I | \$3,000.00 |
| | | | Total: \$3,500.00 |
| Other | | | |
| Goal | Description of Resources | Funding Source | Available Amount |
| Mathematics | Math Superstars | Title I | \$500.00 |
| Parental Involvement | Monthly Parent Resource Flyer | Title I | \$1,500.00 |
| | | | Total: \$2,000.00 |
| | | | Final Total: \$9,000.00 |

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

[Show Attached school's Differentiated Accountability Checklist of Compliance](#)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✓ **Yes. Agree with the above statement.**

| Projected use of SAC Funds | Amount |
|----------------------------|--------|
| FCAT Family Nights | 3000 |

Describe the Activities of the School Advisory Council for the Upcoming Year

The School Advisory Council (SAC) is comprised of parents, community members, as well as faculty and staff. Procedures for election and appointment of advisory council members are: peer groups elect their representatives, with Principal, and BTU representative and business partners are appointed. This committee develops School Improvement objectives, including strategies and recommendations for staff development and budget. Once the plan is approved it is shared with all members of the faculty and staff, as well as, parents and community members. The plan is posted on the school's web site after board approval. During the year, the SAC committees oversee the implementation of the action steps and monitor data during the year. Focus groups/committees at the school report directly to the SAC for ongoing monitoring of action steps, progress, and data to develop SIP. The SAC is the sole body responsible for final decision making at the school relating to implementation of provisions of Sections 1001.42(16) and 1008.345, F.S.

Formative Evaluations of this plan occur in the following ways:

- Mid-year state evaluation (January)
- School Focus groups address each curricular area (monthly)
- Benchmark Assessment Tests (September/November)
- MiniBAT Testing (weekly)
- Administrative Classroom Walkthroughs (ongoing)

Summative Evaluation of the plan occurs when all student achievement data is received at the end of the school year. The School Action Research Cadre (of which the administrative team is a part) analyzes and disaggregates student performance data. They report their findings to the School Advisory Council who then sets the goals and objectives for the following school year using the FCIM.

SAC Members

Members

- 1) Mary L. Ridge, Principal
- 2) Tranya Curry, SAC Chair
- 3) Tanisha Carswell, Parent
- 4) Susan Robinson, Parent
- 5) Tesa Edwards, Parent

AYP DATA

| 2008-2009 Adequate Yearly Progress (AYP) Report - Page 2 | | | | | | | | | | | | | | Broward BETHUNE MARY M ELEMENTARY SCHOOL 0341 | | | | | | | | | | | | | |
|---|-------------------------------------|-----|----------------------------------|-----|---|-----|--|-----|--|------|-----|---|------|---|------|--|---|---|------------------|--|------|----------------------|---|--|-------------------|-----|--|
| Number of students enrolled in the grades tested: Click here to see Number of students in each group | | | | | | | | | | | | | | Read: 292 Math: 292 | | 2008-2009 School Grade ¹ : B | | Did the School make Adequate Yearly Progress? NO | | | | | | | | | |
| This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²). | | | | | | | | | | | | | | This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²). | | | | | | | | | | This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model. | | | |
| Group | Reading Tested 95% of the students? | | Math Tested 95% of the students? | | 65% scoring at or above grade level in Reading? | | 68% scoring at or above grade level in Math? | | Improved performance in Writing by 1%? | | | Increased Graduation Rate ³ by 1%? | | Percent of Students below grade level in Reading | | Safe Harbor Reading | Percent of Students below grade level in Math | | Safe Harbor Math | % of students on track to be proficient in reading | | Growth model reading | % of students on track to be proficient in math | | Growth model math | | |
| | 2009 | Y/N | 2009 | Y/N | 2009 | Y/N | 2009 | Y/N | 2008 | 2009 | Y/N | 2007 | 2008 | Y/N | 2008 | 2009 | Y/N | 2008 | 2009 | Y/N | 2009 | Y/N | 2009 | Y/N | 2009 | Y/N | |
| TOTAL ⁴ | 100 | Y | 100 | Y | 59 | N | 54 | N | 90 | 88 | N | | | NA | 53 | 41 | N | 46 | 46 | N | 65 | N | | | 55 | N | |
| WHITE | | NA | | NA | | NA | | NA | | | NA | | | NA | | | NA | | | NA | | | | | | | |
| BLACK | 99 | Y | 100 | Y | 55 | N | 48 | N | 87 | 88 | Y | | | NA | 59 | 45 | Y | 50 | 52 | N | 62 | NA | | | 50 | N | |
| HISPANIC | 100 | Y | 100 | Y | 61 | N | 61 | N | | | NA | | | NA | 39 | NA | NA | 39 | NA | NA | 67 | Y | | | 63 | N | |
| ASIAN | | NA | | NA | | NA | | NA | | | NA | | | NA | | | NA | | | NA | | | | | | | |
| AMERICAN INDIAN | | NA | | NA | | NA | | NA | | | NA | | | NA | | | NA | | | NA | | | | | | | |
| ECONOMICALLY DISADVANTAGED | 100 | Y | 100 | Y | 57 | N | 53 | N | 89 | 88 | N | | | NA | 57 | 43 | N | 49 | 47 | N | 63 | N | | | 53 | N | |
| ENGLISH LANGUAGE LEARNERS | | NA | | NA | | NA | | NA | | | NA | | | NA | | | NA | | | NA | | | | | | | |
| STUDENTS WITH DISABILITIES | 100 | Y | 100 | Y | | NA | | NA | | | NA | | | NA | | | NA | | | NA | | | | | | | |

| 2007-2008 Adequate Yearly Progress (AYP) Report - Page 2 | | | | | | | | | | | | | | Broward BETHUNE MARY M ELEMENTARY SCHOOL 0341 | | | | | | | | | | | | | |
|---|-------------------------------------|-----|----------------------------------|-----|---|-----|--|-----|--|------|-----|---|------|---|------|--|---|---|------------------|--|------|----------------------|---|--|-------------------|-----|--|
| Number of students enrolled in the grades tested: Click here to see Number of students in each group | | | | | | | | | | | | | | Read: 318 Math: 318 | | 2007-2008 School Grade ¹ : C | | Did the School make Adequate Yearly Progress? NO | | | | | | | | | |
| This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²). | | | | | | | | | | | | | | This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²). | | | | | | | | | | This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model. | | | |
| Group | Reading Tested 95% of the students? | | Math Tested 95% of the students? | | 58% scoring at or above grade level in Reading? | | 62% scoring at or above grade level in Math? | | Improved performance in Writing by 1%? | | | Increased Graduation Rate ³ by 1%? | | Percent of Students below grade level in Reading | | Safe Harbor Reading | Percent of Students below grade level in Math | | Safe Harbor Math | % of students on track to be proficient in reading | | Growth model reading | % of students on track to be proficient in math | | Growth model math | | |
| | 2008 | Y/N | 2008 | Y/N | 2008 | Y/N | 2008 | Y/N | 2007 | 2008 | Y/N | 2006 | 2007 | Y/N | 2007 | 2008 | Y/N | 2007 | 2008 | Y/N | 2008 | Y/N | 2008 | Y/N | 2008 | Y/N | |
| TOTAL ⁴ | 99 | Y | 99 | Y | 47 | N | 54 | N | 94 | 90 | Y | | | NA | 46 | 53 | N | 44 | 46 | N | 55 | N | | | 56 | N | |
| WHITE | | NA | | NA | | NA | | NA | | | NA | | | NA | | | NA | | | NA | | | | | | | |
| BLACK | 99 | Y | 100 | Y | 41 | N | 50 | N | 87 | N | | | | NA | 51 | 59 | N | 48 | 50 | N | 51 | N | | | 53 | N | |
| HISPANIC | 100 | Y | 100 | Y | | NA | | NA | | | NA | | | NA | | | NA | | | NA | | | | | | | |
| ASIAN | | NA | | NA | | NA | | NA | | | NA | | | NA | | | NA | | | NA | | | | | | | |
| AMERICAN INDIAN | | NA | | NA | | NA | | NA | | | NA | | | NA | | | NA | | | NA | | | | | | | |
| ECONOMICALLY DISADVANTAGED | 99 | Y | 100 | Y | 43 | N | 51 | N | 94 | 89 | N | | | NA | 49 | 57 | N | 45 | 49 | N | 53 | N | | | 54 | N | |
| ENGLISH LANGUAGE LEARNERS | | NA | | NA | | NA | | NA | | | NA | | | NA | | | NA | | | NA | | | | | | | |
| STUDENTS WITH DISABILITIES | 95 | Y | 95 | Y | | NA | | NA | | | NA | | | NA | | | NA | | | NA | | | | | | | |

| 2006-2007 Adequate Yearly Progress (AYP) Report - Page 2 | | | | | | | | | | | | | | Broward BETHUNE MARY M ELEMENTARY SCHOOL 0341 | | | | | | | | | | | | | |
|---|-------------------------------------|-----|----------------------------------|-----|---|-----|--|-----|--|------|-----|---|------|---|------|--|---|---|------------------|--|------|----------------------|---|--|-------------------|-----|--|
| Number of students enrolled in the grades tested: Click here to see Number of students in each group | | | | | | | | | | | | | | Read: 313 Math: 313 | | 2006-2007 School Grade ¹ : C | | Did the School make Adequate Yearly Progress? NO | | | | | | | | | |
| This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²). | | | | | | | | | | | | | | This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²). | | | | | | | | | | This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model. | | | |
| Group | Reading Tested 95% of the students? | | Math Tested 95% of the students? | | 51% scoring at or above grade level in Reading? | | 56% scoring at or above grade level in Math? | | Improved performance in Writing by 1%? | | | Increased Graduation Rate ³ by 1%? | | Percent of Students below grade level in Reading | | Safe Harbor Reading | Percent of Students below grade level in Math | | Safe Harbor Math | % of students on track to be proficient in reading | | Growth model reading | % of students on track to be proficient in math | | Growth model math | | |
| | 2007 | Y/N | 2007 | Y/N | 2007 | Y/N | 2007 | Y/N | 2006 | 2007 | Y/N | 2005 | 2006 | Y/N | 2006 | 2007 | Y/N | 2006 | 2007 | Y/N | 2007 | Y/N | 2007 | Y/N | 2007 | Y/N | |
| TOTAL ⁴ | 99 | Y | 99 | Y | 54 | Y | 56 | Y | 88 | 94 | Y | | | NA | 47 | 43 | NA | 42 | 44 | NA | 52 | NA | | | 58 | NA | |
| WHITE | 99 | Y | 99 | Y | | NA | | NA | | | NA | | | NA | | | NA | | | NA | | | | | | | |
| BLACK | 99 | Y | 99 | Y | 49 | N | 52 | N | 85 | Y | | | | NA | 55 | 49 | Y | 46 | 48 | N | 48 | NA | | | 56 | Y | |
| HISPANIC | 100 | Y | 100 | Y | 69 | Y | 69 | Y | | | NA | | | NA | 31 | 20 | NA | 34 | 31 | NA | | NA | | | | NA | |
| ASIAN | | NA | | NA | | NA | | NA | | | NA | | | NA | | | NA | | | NA | | | | | | | |
| AMERICAN INDIAN | | NA | | NA | | NA | | NA | | | NA | | | NA | | | NA | | | NA | | | | | | | |
| ECONOMICALLY DISADVANTAGED | 99 | Y | 99 | Y | 51 | Y | 55 | N | 89 | 94 | Y | | | NA | 50 | 50 | NA | 47 | 45 | N | 51 | NA | | | 61 | Y | |
| ENGLISH LANGUAGE LEARNERS | | NA | | NA | | NA | | NA | | | NA | | | NA | | | NA | | | NA | | | | | | | |
| STUDENTS WITH DISABILITIES | 98 | Y | 98 | Y | 24 | N | 33 | N | | | NA | | | NA | 72 | 67 | N | 52 | 67 | N | 33 | N | | | 33 | N | |

SCHOOL GRADE DATA

| Broward School District BETHUNE MARY M ELEMENTARY SCHOOL 2008-2009 | | | | | | |
|--|---------|------|---------|---------|---------------------|--|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 65% | 58% | 83% | 30% | 236 | Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. |
| % of Students Making Learning Gains | 68% | 64% | | | 132 | 3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level |

| | | | | | | | |
|---|-----------|-----------|--|--|--|----------|--|
| | | | | | | 1 or 2 | |
| Adequate Progress of Lowest 25% in the School? | 60% (YES) | 70% (YES) | | | | 130 | Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math. |
| Points Earned | | | | | | 498 | |
| Percent Tested = 100% | | | | | | | Percent of eligible students tested |
| School Grade | | | | | | B | Grade based on total points, adequate progress, and % of students tested |

| Broward School District BETHUNE MARY M ELEMENTARY SCHOOL 2007-2008 | | | | | | | |
|--|-----------|-----------|---------|---------|---------------------|--|--|
| | Reading | Math | Writing | Science | Grade Points Earned | | |
| % Meeting High Standards (FCAT Level 3 and Above) | 52% | 59% | 85% | 26% | 222 | Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. | |
| % of Students Making Learning Gains | 53% | 58% | | | 111 | 3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 | |
| Adequate Progress of Lowest 25% in the School? | 65% (YES) | 59% (YES) | | | 124 | Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math. | |
| Points Earned | | | | | 457 | | |
| Percent Tested = 99% | | | | | | Percent of eligible students tested | |
| School Grade | | | | | | C | Grade based on total points, adequate progress, and % of students tested |

| Broward School District BETHUNE MARY M ELEMENTARY SCHOOL 2006-2007 | | | | | | | |
|--|----------|-----------|---------|---------|---------------------|--|--|
| | Reading | Math | Writing | Science | Grade Points Earned | | |
| % Meeting High Standards (FCAT Level 3 and Above) | 60% | 62% | 82% | 16% | 220 | Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. | |
| % of Students Making Learning Gains | 59% | 60% | | | 119 | 3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 | |
| Adequate Progress of Lowest 25% in the School? | 46% (NO) | 73% (YES) | | | 119 | Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math. | |
| Points Earned | | | | | 458 | | |
| Percent Tested = 99% | | | | | | Percent of eligible students tested | |
| School Grade | | | | | | C | Grade based on total points, adequate progress, and % of students tested |