



Continuous School Improvement Plan Summary

BETHUNE COMMUNITY

School Year 2015-2016

A. General Information

District Identification Information

District Name: Minneapolis Public Schools	Phone: 612-668-0690
District Number: Special District #1	
Superintendent: Michael Goar	Email: Michael.Goar@mpls.k12.mn.us
District Contact: Nicole Norton	Email: Nicole.Norton@mpls.k12.mn.us
District Address: 1250 W. Broadway Ave Minneapolis, MN 55411	Fax: 612-668-0685

School Identification and Contact Information

School Name: BETHUNE COMMUNITY	Phone: 612-668-2550
School Number: 107	
Principal: Cheryl Martin	Email: cheryl.martin@mpls.k12.mn.us
School Address: 919 Emerson Avenue N	
School Contact: Null	
Title I Status: School wide Title I	

School Designation and Ratings

School Designation:	Priority
Multiple Measure Rating:	7.41%
Focus Rating:	7.24%

School Demographics: School Year 2014

Grade Configuration: H5-5	Total Students: 357
Native American: 3 %	Limited English Proficient: 5 %
African American: 86 %	Special Education: 22 %
Asian: 4 %	Free/Reduced Lunch: 94 %
Hispanic: 3 %	All Students: 100 %
Caucasian: 4 %	

Executive Summary

Description of School and Community:

Located in the re-developed Heritage Park Neighborhood on the near north side of Minneapolis, Bethune Community School is a High 5 through grade 5 school with approximately 350 students. According to our current demographic data, our school community is 86% African American, 4% Caucasian, 4% Asian, 3% Hispanic, and 3% Native American. Of our currently enrolled 348 students at Bethune, 94% receive free or reduced lunch, 22% receive Special Education services, and 5% are English Language Learners. Bethune School has been identified for the 2014-2015 by the Minnesota Department of Education as a Priority School with a MMR rating of 11.86 and a Focus Rating of 11.36. The school is transitioning from its Turnaround Designation, where a School Improvement Grant was used to increase student achievement for three years through intensive intervention and support of coaches, mentors, associate educators, a School Assistant Manager and an Extended Day and Assessment coordinator and extensive support from the Turnaround Office and Associate Superintendent for Turnaround Schools. The School is now considered part of Zone A with support from Associate Superintendent Laura Cavender and the School Improvement Department. The school is led by Cheryl Martin, a principal in her sixth year as principal, first year at Bethune, who has served as the instructional leader through Teacher Observation, a well defined Climate plan, a commitment to Focused Instruction, and the development of a strong Instructional Leadership Team and Professional Learning Communities. Our parent liaison joined the Bethune team in September of 2011. She strives to involve just one more family each day. Our partnerships with many community agencies-Phyllis Wheatley, Stages, the Assistance League, Urban Ventures, Dorsey Whitney, Target Corporation, Washburn Child Guidance Center, and Reading Corps bring additional resources and support to the students and families at Bethune School. We're the Bethune BEARS! BEARS stands for Becoming Enthusiastic And Responsible Students. We take pride in this motto because a positive and orderly school environment is essential for learning to take place. Each person, student as well as adult, is responsible for creating this atmosphere. Clear expectations and Standards Based Instruction is at the core of our work as we strive to increase academic achievement, increase attendance, increase Family and Community Engagement and decrease suspensions and referrals.

Overview of School Improvement Plan (this includes a summary of the goals, strategies and professional development within the plan, as well as how the areas of AYP identification will be addressed):

Bethune Community School was identified by the State as a Turnaround School in 2010. Our current status is now listed as a Priority School. The Multiple Measurement Rating is 7.41 and the Focus Rating is 7.24. Our performance on the 2014-2015 MCA in both Reading ___ and Math ___, our Kindergarten and Grade 1 data MAP, CBM (data to be entered when summaries are available)and behavior screener information, our attendance rates of ___ of the students attending 95% of the time, and our climate data on suspensions of students and our trend data have helped guide us to identify the major strategies that we hope to improve and sustain to gain traction toward our School Improvement goals. Our major strategies have been outlined in this plan to include all stakeholders to collaboratively develop, implement, and support strategies to help us reach our school goals. In addition to the District's Strategic Plan of Acceleration 2020, we strive to identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development, implement and maintain a School-wide behavior and attendance support system that includes: relationship building, clear expectations for behaviors, a plan for the teaching of the expectations, a clearly defined spectrum of consequences and reinforcement, a social skills curriculum, and an ongoing cycle of the study of the data to assure individual student, and assure that all of what we do is examined and analyzed through common formative, benchmark, survey, learning walk, teacher observation, and summative data. The action plan for each strategy is time-bound and has a monitoring component and quarterly reviews will help to structure ongoing reflection, adjustment and support needed to reach the goals.

School Leadership Team

Describe how stakeholders, including staff, parents and community members participate in the process of developing, implementing and evaluating the School Improvement Plan.

Development:

Our School Improvement Plan guides our thinking. This document clarifies, aligns and prioritizes the work for our 2015-2016 year in the areas of reading, math, climate, attendance and family/community involvement/engagement. The reapplication was originally drafted by parents, community members, staff and administration with the support of the Turnaround Office for the Minneapolis Public Schools. Ongoing monitoring and review of this plan through Instructional Leadership Team meetings, Community partnership meetings, Family Leadership meetings, the review of data and strategies through staff professional learning communities, and review and discussions with the Associate Superintendent has led us to our current plan. Using many sources of data, aligning our work to that data, and structuring our work around key strategies, this School Improvement Plan with input from many sources develops goals and strategies that serve as a key resource, guiding all our work.

Implementation:

The implementation of the School Improvement Plan provides stakeholders with a well-articulated plan to guide the work of the various groups. The SIP is the guiding document of the Instructional Leadership Team. This group is charged with school wide planning, organization and monitoring of strategies to help students to meet the goals of the plan. The Instructional Leadership team also plans and monitors the work of the professional leadership communities where all teachers collaborate to examine current and best practice. Staff members use this plan to help guide their work as they plan for student success in a Standards based classroom, as they work collaboratively with their colleagues in PDPLCs and with parents as they strive to enhance the home to school and school to home communication. Parents help to implement the plan through their support of their children with homework, promotion of understanding of the school wide behavior management program, enrolling their children in the extended day programming, participating in parent/teacher conferences, and attendance at activities specifically designed to advance the goals of the school and their children. Keeping our SIP front and center as we meet with community partners helps us to clarify the role each stakeholder has in the advancement of students. Together we can make a difference.

Evaluation of strategies:

Staff evaluate the School Improvement Plan in many different ways. The most important evaluation is through participation in weekly meetings with their colleagues in professional development professional learning communities (PDPLC). This is a time to really compare what is being taught to what is being learned in the standards-based classroom. Parents review the individual progress of their children and are able to access information about the progress to goals of the school. We strive to help the students reflect on their work daily through the use of exit slips, comparing their work to a rubric and other methods employed for self reflection. Involving the students in the process helps to bring the School Improvement Plan to life. The statistics for growth and achievement is measured with each student. This year there will be three formal check-ins on the SIP to review progress to goals and strategies led by members of the ILT with the Associate Superintendent. At these meetings there will be a time to reflect on goals and strategies and make mid-course corrections as necessary. We will use this process to self-reflect and find ways to communicate this self-reflection to all stakeholders. Parents and community members will engage in activities and discussions to help discuss portions of the School Improvement Plan. Parents receive written progress reports for their own children, and facts and figures of the schools are used during meetings and activities. A parent survey gives feedback to the school.

Describe the Leadership Team's plan for communicating the goals, strategies and professional development within the School Improvement Plan to staff and community.

We have found that the communication of the goals and strategies needs to be addressed in many ways: shown on in-house television monitors, orally during one-to-one conversations, postings in our family resource room, newsletters and letters home, inclusion in parent/community meetings, and on-going attention during PDPLC, staff, and ILT meetings. The leadership team must hold themselves accountable through progress monitoring so that this document guides the work.

School Leadership Team, cont.

This School Improvement Plan has been developed with the involvement of the community to be served and individuals who will carry out the plan. The planning process is used to align all major programs at your site to improve teaching and learning. The planning team assumes responsibility for planning and implementing the School Improvement plan. It should represent the diversity of the school population and include all stakeholder groups (principals, teachers, other staff, students, family and community).

Category	Name	Signature
Teacher Name and Grade/Subject	Chris Johnson, Grade K teacher	
Teacher Name and Grade/Subject	Faiza Holmes, Grade 5 teacher	
Teacher Name and Grade/Subject	Desiree Hyrkas, Media teacher	
Teacher Name and Grade/Subject	Jody Lazo, Instructional Specialist	
Teacher Name and Grade/Subject	Erin Averbeck, Reading Interventionist	
Teacher Name and Grade/Subject	Marium Toure', Math Specialist	
Teacher Name and Grade/Subject	Matthew Pelzer, Fourth Grade Teacher	
Teacher Name and Grade/Subject	Jennifer Angell, First Grade Teacher	
Teacher Name and Grade/Subject	Leah Hansen, Second Grade Teacher	
Teacher Name and Grade/Subject	Lisa Ekrem, Third Grade Teacher	
Parent Name	Andrea Crooks	
Community Member	Alfreda Riddley, Family Liaison	
Community Member	Lynne Crockett	
Student Name		
Other Staff Name	Candace Jacobs, Arts Intergration	
Other Staff Name	Darcy Steinberg, Special Education	
Other Staff Name	Rob Purple, School Psychologist	
Technical Assistance Provider	Kandace Logan, School Support	
Principal Name	Cheryl Martin	
Principal Name	Terry Kleinbaum	

Date SIP is approved and signed by Team: _____

School Improvement Goals

Based on the priority needs for our school, the goals are:

Reading Smart Goal(s):

The percent of All Students in all grades tested who earn achievement levels of Meets the Standards or Exceeds the Standards on the Reading MCA at Bethune Community school will increase from 12.2% in 2014 to 20.2% in 2015, to 28.2% in 2016, and to 36.2% in 2017.

Professional Development Strategies to Support Reading Goal(s)

1. All K-3 teachers will participate in professional development centered around New Horizons Curriculum prior to the start of the school year. 2. All teachers in grades K,1,2,3,4,5 Physical Education and Music will attend focused instruction training as offered by the District. Teachers who would like additional support may register for a co-hort offered by District leads. 3. Content Specialists and Interventionists will be assigned to work with teachers with co-planning, modeling and coaching, as well as helping with assessments. 4. Our PDPLC work will be done in cycles as directed by the school wide data analysis by the ILT. Teachers will work collaboratively on areas of greatest needs. 5. Teachers will receive PD on PALS (Peer-Assisted Learning Strategies) and PRESS (Path to Reading Excellence in School Sites) to address reading gaps identified by CBM assessments.

Success Criteria to Evaluate Effectiveness of Professional Development Strategies

1. Using the SOEI rubric as the criteria for observations, teachers will get feedback from their observers on noticings as they align with the work of the PDPLCs and professional development. 2. Growth from selected time period to time period will be used with MAP testing, District testing and classroom formative and summative tests, as well as the examination of student work. 3. Walk throughs and organized Learning Walks will reveal evidence of implementation in the classrooms.

Family Involvement Strategies to Support Reading Goal(s)

Reading and Curriculum Nights are hosted by the school. The schedule for Parent/Teacher conferences has been adjusted to accommodate the various needs of families. Monthly newsletters are sent home by the school including a section specifically geared towards reading. In addition we offer a program for families called "Connecting Parents to Educational Opportunities (CPEO). Families registering and support of their children in our extended day program and Summer School also supports our Reading goals.

Success Criteria to Evaluate Effectiveness of Family Involvement Strategies

The plan is monitored and progress is reviewed at monthly Site Council meetings. The Principal and Family Liaison present data and progress towards goals. Families are contacted by phone, email, notices and letters, and home visits regarding individual student progress and opportunities for support. The school website will be updated to include family friendly information. Attendance at events, CPEO and support for students in our extended day are all measures of our efforts.

Extended Learning Opportunities that Support Reading Goal(s)

Our extended day program will be revised to be in keeping with the changes suggested by ALC. There was a concerted effort made to recruit for Winter and Spring Break Academies, as well as Summer School. Enrollment will be compared to attendance.

Success Criteria to Evaluate Effectiveness of Extended Learning Opportunities

Attendance, formative and summative assessments, growth data and this year student self-reflection and parent and student feedback will help to guide the extended learning opportunities. We are working very closely with ALC and strive to set high standards in all classes. An onsite coach, in addition to the extended day coordinator, will help us to find unique ways to evaluate the effectiveness of the program. Our community partners use attendance, surveys and feedback to help evaluate the effectiveness of the extended learning opportunities. Our new efforts with focused instruction brings common pacing and assessments that will help to measure results.

Math SMART Goal(s):

The percent of All Students in all grades tested who earn achievement levels of Meets the Standards or Exceeds the Standards on the Math MCA at Bethune Community school will increase from 18.6% in 2014 to 26.6% in 2015, to 32.6% in 2016, and to 40.6% in 2017.

Professional Development Strategies to Support Math Goal(s)

Success Criteria to Evaluate Effectiveness of Professional Development Strategies

<p>Teachers will participate in professional development centered around Standards based instruction and an overview of Focused Instruction and the link to Investigations along with K-2 Developing Number Concepts, and in grades 3-5 Do The Math will be held prior to the start of the school year. 2. All teachers in grades K,1,2,3,4 and 5 will attend focused instruction training as provided by District and building. 3. Mentors and coaches are available to work with teachers with co-planning, modeling and coaching, as well as helping with assessments. 4. Our PDPLC work will be done in cycles, depending on the results of formative and initial assessments teachers will work collaboratively on areas of greatest needs.</p>	<p>Using the SOEI rubric as the criteria for observations, teachers will get feedback from their observers on noticings as they align with the work of the PDPLCs and professional development. 2. Growth from selected time period to time period will be used with MAP testing, District testing and classroom formative and summative tests,as well as the examination of student work.</p>
<p>Family Involvement Strategies to Support Math Goal(s)</p> <p>Families will support our math goals by implementing tips that we send through our newsletters. In addition our GEMS and GISE program will be rich with mathematics concepts. Through registration of their children in our extended day program and attendance at the exhibitions that are part of the program families show their support. In addition we offer a program for families called "Connecting Parents to Educational Opportunities (CPEO). At times students will bring home homework. Establishing a routine for students in regard to the unpacking and packing of their backpack will help students be more successful in bridging the communication from home to school. Winter and Spring Break Academies, as well as Summer school enrollment is also a way families show their support. We know that many of our students are eligible and profit from the opportunities to gain more experiences with math concepts. Parent teacher conferences give the opportunity for families to discuss the academic achievement of each student. Attendance at conferences or through a phone call helps the teachers and families to discuss the reciprocal support that each may have for mathematics achievement.</p>	<p>Success Criteria to Evaluate Effectiveness of Family Involvement Strategies</p> <p>Attendance at conferences, attendance of students during the day and the extended day programs and CPEO is one way to measure. The monitoring of student data is another key criteria. We must take stock of what we hear to help us better measure planned activities and those unplanned, less formal opportunities.</p>
<p>Extended Learning Opportunities that Support Math Goal(s)</p> <p>Our Extended day programs meets four days a week. Our GEMS and GISE program gives unique opportunities for the application of math and science skills. Creating a purpose for math is our primary goal. Some of our project based classes may feature math opportunities. Aligning the work to the State Standards is key. Winter and Spring Break Academies, as well as Summer school attendance is key for the support of our math goal. We will aim to recruit early and find new ways to inform families of the opportunities for Summer GEMS and GISE.</p>	<p>Success Criteria to Evaluate Effectiveness of Extended Learning Opportunities</p> <p>Attendance at the programming is only one measure. We aim to examine the growth and proficiency of each child who attend the extended learning opportunities. Our new efforts in Focused instruction has set in action common planning making our job of linking the programming between the day and extended learning activities far easier. Those students and staff who participated in Winter and Spring Break Academies, as well as Summer School had the opportunity to employ the use of learning targets. We must constantly measure what we do through surveys, attendance, student data, parents and student feedback.</p>
<p>Climate SMART Goal(s): Our climate goals are to increase the percent of students in grades k-5 who attend 95% or more of the time from ___% to 50% (numbers will be updated upon completion of the school year)as measured by a variety of sources and to decrease the number of students who are suspended at Bethune Community School by 10% in the 2015/16 school year.</p> <p>Additional Climate Goal(s):</p>	
<p>Professional Development Strategies to Support Climate Goal(s)</p>	<p>Success Criteria to Evaluate Effectiveness of Professional Development Strategies</p>

1. Our first PDPLC cycle will focus on building relationships with students and teaching, modeling, and practicing the rituals and routines of the classroom and school-wide spaces. 2. Teachers will continue to implement classroom management strategies such as EnVoy and practices from Responsive Classroom to guide children in making good behavior decisions. 3. The Second Step curriculum will also be used by teachers.

1. Students will be actively engaged in classroom activities. 2. We will see a decrease in suspensions. 3. Common language and understanding will help guide actions and reactions among and between teacher groups. 4. As teachers and observers reflect on the SOEI rubric we will notice an increase in the scores from requiring attention and developing to proficient and exemplary.

Family Involvement Strategies to Support Climate Goal(s)

1. A family handbook/calendar is sent home with students. It includes: behavior expectations, discipline policy, bus expectations, and other important information for parents. 2. Events like Annual Title I Fall and Family Fun and Learning nights are held to engage families in activities to promote positive home/school connections and give information about our school strategies. 3. Daily phone calls are made to homes of students who are absent. Awards are given to students who have perfect attendance. When there are attendance or behavior concerns we use every avenue to try to reach families. Home visits are made when necessary or requested. 3. The family newsletters aims to give important information and tips to families. 4. Every effort is exerted to help set goals through family and teacher conferences. 5. Building relationships one by one is our goal this year.

Success Criteria to Evaluate Effectiveness of Family Involvement Strategies

The effectiveness of our family involvement strategies can be measured by the increase in attendance rates, the number of families attending family functions and parent teacher conferences, as well as by indicators of families and the school working together to help support the needs of the students through open communication and problem solving. We will know when we are successful as families indicate satisfaction with the work of the school and see their part in the partnership.

Schoolwide Reform Strategies: Action Plan

Schoolwide reform strategies are selected to strengthen the core academic program, increase the amount and quality of learning time, address the needs of historically underserved populations and provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. The action plans describe in detail how the school plans to implement and monitor the effectiveness of the reform strategies.

Strategy

All school staff, with the support of families, will engage in implementing and maintaining a School-wide behavior and attendance support system that includes: relationship building, clear expectations for behaviors, a plan for the teaching of the expectations, a clearly defined spectrum of consequences and reinforcement, a social skills curriculum, and an ongoing cycle of the study of the data to assure individual student and school success.

Research and Rationale

School-wide Positive Behavior Support is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. Cohen, R., Kincaid, D., and Childs, K. (in press). Measuring school-wide positive behavior support implementation: Development and validation of the "Benchmarks of Quality." Journal of Positive Behavior Interventions Irvin, L.K., Tobin, T., Sprague, J., Sugai, G. and Vincent, C. (2004). Validity of office discipline referral measures as indices of school-wide behavioral status and effects of school-wide behavioral interventions. Journal of Positive Behavioral Interventions 6, 131-147.

This strategy supports:

Reading Goal(s): Math Goal(s): Climate Goal(s):

Action Plan

Start Date:	Action Step
8/18/2015	Fall professional development for staff on school-wide behavior plan and the schedule for implementation. Quarterly deep analysis of climate data to determine areas to strengthen.

Success Criteria

Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
-Climate Team will introduce the School-wide Behavior Plan during Workshop week in August. -Classroom engagement plans will be collected at the end of September. -Copies of School-wide behavior plan will be distributed to staff.	9/17/2015	Winter: Review school-wide engagement plan. -Review classroom engagement plan. -Complete Climate Data Dive during PDPLC. -PD as determined to address student behavior and mental health due to trauma.	3/19/2015	Spring: Review school-wide engagement plan. -Review classroom engagement plan. -Complete Climate Data Dive during PDPLC.	5/19/2016

Personnel

Climate Team, Washburn Center Staff

Required Resources

Positive Behavior Plan Document

Implementation Notes

Start Date:	Action Step
10/31/2014	Attendance calls home. Attendance team will call home and acknowledge this with parent and let them know how to get to the "A" zone. School Social Worker will call those on the "C" list.

Success Criteria

Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
Fall	9/17/2015	-Robo calls made daily -Letters will be mailed to families -Phyllis Wheatley will reach out to students who are chronically tardy/absent	3/19/2015	Spring	5/19/2016

Personnel	Required Resources
Attendance Clerk, Social Worker, Administration	Updated phone numbers, teachers knowledge of the zones and identified students.

Implementation Notes

Strategy					
Teachers will test the hypothesis that high-quality and integrated arts education can be an effective tool to strengthen school reform efforts boosting academic achievement and increasing student motivation in schools. Through school-wide participation this approach will improve school climate and culture, increase student and teacher engagement, increase parent and community involvement, create a more collaborative and creative learning environment, and help strengthen student academic achievement.					
Research and Rationale					
The first federal study of research data on the effectiveness of arts education, Reinvesting in Arts Education: Winning America's Future through Creative Schools (May 2011) analyzed the challenges and opportunities in arts education in America. Follow-up study commissioned by the National Endowment of the Arts, Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies, by chief researcher James Catterall, confirms the value of arts rich education, especially for low-socioeconomic status youth in academic achievement, completion of high school and college, and becoming more active and engaged citizens (April 2012).					
This strategy supports:					
Reading Goal(s): X		Math Goal(s): X		Climate Goal(s): X	
Action Plan					
Start Date:		Action Step			
11/11/2014		Instructional Leadership team monitors and makes adjustments to Family Involvement Plan that includes the following actions: communicating student learning goals as well as academic successes and areas of growth; providing and communicating academic, behavioral, and social support options for parents; and providing opportunities for collaboration and feedback with families and the community.			
Success Criteria					
Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
Collect data on the effectiveness of the Family Engagement Plan actions - Monitor the use of students goal setting form and assess its impact - Assess impact of academic behavioral, and social support options for families.	9/17/2015	Analyze data on the effectiveness of the Family Engagement Plan actions - Make necessary adjustments to the use of student goal setting form and implementation - Discuss academic, behavioral, and social support options for families - Select and communicate possible summer extension and support options for students.	3/19/2015	Make adjustments to the Family Engagement Plan actions - Plan for following year implementation of Family Engagement Plan - Ensure families are aware and utilize recommended summer interventions (extensions and support)	5/19/2016
Personnel			Required Resources		
Principal, ILT, ALT and Family Liaison will monitor success and needs of plan			Time: Meeting time for community and families to collaborate with schools, planning time for school leadership teams, organizational planning time to develop engagement activities. Financial: TBD. Resources: Office of Family and Community Engagement, Parent Liaison position		
Implementation Notes					
Start Date:		Action Step			
11/11/2014		Involvement Plan that includes the following actions: communicating student learning goals as well as academic successes and areas of growth; providing and communicating academic, behavioral, and social support options for parents; and providing opportunities for collaboration and feedback with families and the community.			
Success Criteria					

Interim 1 Collect data on the effectiveness of the Family Engagement Plan actions - Monitor the use of students' goal setting form and assess its impact - Assess impact of academic behavioral, and social support options for families.	Checkpoint 9/17/2015	Interim 2 Analyze data on the effectiveness of the Family Engagement Plan actions - Make necessary adjustments to the use of student goal setting form and implementation - Discuss academic, behavioral, and social support options for families - Select and communicate possible summer extension and support options for students.	Checkpoint 3/19/2015	End Point Make adjustments to the Family Engagement Plan actions - Plan for following year implementation of Family Engagement Plan - Ensure families are aware and utilize recommended summer interventions (extensions and support)	Checkpoint 5/19/2016
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Personnel Principal, ILT and Family Liaison will monitor success and needs of plan	Required Resources Time: Meeting time for community and families to collaborate with schools, planning time for school leadership teams, organizational planning time to develop engagement activities. Financial: TBD. Resources: Office of Family and Community Engagement, Parent Liaison position
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Implementation Notes

Start Date: 8/18/2015	Action Step All teachers develop and monitor instruction based upon the following criteria: Planning lessons using high-quality curriculum derived directly from state standards; Integration of Arts Strategies in all content areas, Engaging students in rigorous learning using a variety of instructional strategies; Adapting instruction to meet individual student need at all levels; Conduction frequent formative assessments to provide students with the opportunity to demonstrate their knowledge and skills; Using data to identify students who would benefit from additional targeted instructional opportunities during and after school; Utilized data to design appropriate instructional interventions according to student needs.
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Success Criteria					
Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint

<p>All PDPLC teams will review student data; All PDPLC's identify differentiated instructional strategies aligned with student need; Review state standards and align curriculum and instruction accordingly; Plan lessons that are standards-based and include Learning Targets; Design/determine common formative assessments; Using most recent data to identify students who would need more targeted support .</p>	<p>9/17/2015</p>	<p>-Implement Arts integrated Instruction at all grade levels -Adapt instruction to meet individual students' need at all levels -Post and implement Learning Targets that are in student friendly language -Provide students with the opportunity to demonstrate their knowledge and skills -Implement differentiated instructional strategies -PDPLC includes weekly "10-minute Miracle" regarding art integration -Teachers write arts integrated lesson plans with curriculum FI connections</p>	<p>3/19/2015</p>	<p>Analyze and discuss effectiveness of Arts Integrated Instruction: Assess student outcomes aligned to it's implementation, Discuss impact of Arts Instruction on instructional and results-based goals; Based upon classroom visits, share observations with ILT, staff and PDPLC's; Collect and share results of arts integration; Conduct twice yearly implementation survey to collect baseline data and progress monitor instruction; Adjust as needed: Refine instruction as needed according to survey; Identify resources needed for refinement of instruction.</p>	<p>5/19/2016</p>
<p>Personnel Principal,Arts Integration,Instructional Specialist and Instructional Leadership Team</p>		<p>Required Resources Time: Dedicated PDPLC time for grade level teacher collaboration to implement arts, ILT time to determine and support teacher needs, time allocated for PD support, and both PDPLC/ILT time to review, monitor, and adjust FI Implementation based upon data, extended time. Resources: FI curriculum guides, curriculum support as needed in terms of PD and materials.</p>			
<p>Implementation Notes Student work and data is collected and analyzed in PDPLC's and Data Meetings. Instructional and learning needs identified and addressed. Adjustments to instruction, interventions and extension are made.</p>					

Strategy					
School Instructional Leadership Teams and administration will identify school improvement areas in which the Turnaround team will provide SIP implementation support. Support will consist of observations, demonstration lessons, planning, debriefing and co-planning. This is meant as a support to the key levers identified in the School Improvement Plan (SIP).					
Research and Rationale					
Research shows there is a direct correlation between teacher effectiveness positive and student outcomes. In addition to this body of research, it is proven that a highly effective way to improve teaching practices is attending professional development lead by experts in the field and to have follow-up, hands-on coaching from coaches who have a high level of expertise in identified areas. Coaching of this kind is goal and outcome driven, on going, reflected upon, monitored, adjusted based on educator and student need.					
http://www.newyorker.com/magazine/2011/10/03/personal-best http://www.instructionalcoach.org/images/downloads/research-pubs/Cornett_Knight_2008.pdf https://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/coachingincontext.pdf http://www.edmatters.org/webreports/CoachingPaperfinal.pdf					
This strategy supports:					
Reading Goal(s): <input checked="" type="checkbox"/>		Math Goal(s): <input checked="" type="checkbox"/>		Climate Goal(s): <input checked="" type="checkbox"/>	
Action Plan					
Start Date:		Action Step			
8/18/2015		PLAN: ILT and Administration identify needs of school based on student achievement and engagement data to determine level and area of support(s) needed from the Turnaround Team.			
Success Criteria					
Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
Associate Superintendent introduces turnaround team to school. A brief description is given regarding the team's purpose, expectations and specialty. ILT and administration administer, gather and analyze various forms of student achievement and engagement data. Including staff survey, learning walks, observations. From the analysis and in collaboration with Associate Superintendent and Turnaround lead level and type of school support is determined.	9/17/2015	Initial needs assessment is completed. Admin and Turnaround lead for school begin to coordinate support. First PDPLC is lead/facilitated by Turnaround team on setting up classroom routines and developing a positive school culture and climate.	3/19/2015	Administration, Associate Superintendent and Turnaround Lead clearly communicate coaching and support plan to staff based on identified needs. Team provides coaching to teachers checking regularly with Associate Superintendent, Administration and ILT. Turnaround Lead attends (facilitates as needed) weekly ILT and PDPLCs. Turnaround team develops and provides professional development opportunities for school staff as needed. Ongoing	5/19/2016
Personnel			Required Resources		
Principal and Associate Superintendent Laura Cavender					
Implementation Notes					

Start Date:	Action Step
10/1/2014	DO: Administration and Turnaround Lead/team implement coaching plan which includes; co-planning; co-teaching; classroom observations; professional development; learning walks; problem-solving; data collection and analysis; attending ILT and PDPLC; other strategies and actions identified by administration and ILT and Associate Superintendent.

Success Criteria

Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
Turnaround Lead attends weekly PDPLC and ILTs at identified school(s). Lead coordinates coaching support to school and teachers as needed. Lead collaborates with district academic departments to ensure instructional support is coordinated and supports the SIP goals and strategies identified. Turnaround team provides on-site coaching to teachers and staff based on identified needs of the school.	9/17/2015	Administration, ILT, Associate Superintendent and school Turnaround Lead monitor the coaching plan, gather data on the impact of the plan through learning walks, student data, teacher surveys and meeting notes. ONGOING	3/19/2015	Administration, ILT, Associate Superintendent, and school Turnaround Lead analyze collected data and make adjustments to the plan as needed.	5/19/2016

Personnel	Required Resources
Administration, ILT, Associate Superintendent and school Turnaround Lead	

Implementation Notes

Start Date:	Action Step
12/3/2014	STUDY and ACT: Monitor, evaluate, and adjust Turnaround team support. Evaluate impact Mid-year and at Year-end

Success Criteria

Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
Administration, Associate Superintendent, ILT and Turnaround team reviews the data; classroom visits; meeting logs; Survey to collect baseline data and progress monitor Turnaround team's work	9/17/2015	Administration, Associate Superintendent, ILT and Turnaround team analyzes the TAT effectiveness and identifies areas of strength, concerns and growth. Make recommendations for changes to approach and TAT model. Plans for summer PD based on student and teacher needs. Revises SIP based on data analysis.	3/19/2015	Refine structure as needed according to Year-end Survey; Develop plan for next steps; Identify resources needed for refinement; Make adjustments to SIP	5/19/2016

Personnel	Required Resources

Principal and Associate Superintendent

Implementation Notes

Strategy					
Using the mission, vision and data of the school, school staff, families, community members and organizations will identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.					
Research and Rationale					
Research indicates that, through high school, family involvement contributes to positive results for students, including higher achievement, better attendance, more course credits earned, more responsible preparation for class, and other indicators of success in school (Catsambis, 2001; Simon, 2004). The studies of homework and targeted outcomes reinforce the importance of well-designed, subject-specific or goal-linked activities for family and community involvement for strongest impact on student achievement and success in school. The research identifies "essential elements" for effective programs and specific processes and paths that strengthen (1) leadership for partnerships, (2) program plans, (3) outreach to involve more families, (4) responses of families and community partners, and (5) impact on student achievement and other indicators of success in school.					
This strategy supports:					
Reading Goal(s): X		Math Goal(s): X		Climate Goal(s): X	
Action Plan					
Start Date:		Action Step			
9/10/2015		Monthly Family engagement events will focus on parent involvement, curriculum implementation, student individual and group performances, outside resources for families, and community wellness.			
Success Criteria					
Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
-Curriculum/Attendance Family Night	9/17/2015	-Arts Performance/Student Progress Night	3/19/2015	-Bethune Star Search, Dinner and Show -Math & Reading Night -Spring Carnival sponsored by Dorsey Whitney Law firm	5/19/2016
Personnel			Required Resources		
Family Liaison, Administration, Arts Leadership Team			Title 1 funds, Family Liaison, Arts teachers to prepare student performers.		
Implementation Notes					
Start Date:		Action Step			
9/2/2015		Classrooms will integrate the use of community resources and partners a minimum of three times a year in order to strengthen the relationship between school and community.			
Success Criteria					
Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
-Assistance League provided uniforms in the fall -Target provided school supplies	9/17/2015	-Assistance League provides uniforms, reading buddies, All-Stars, wish list -Honeywell provided donations for Turkey Bingo	3/19/2015	-Spring Talent Show -All-school field day	5/19/2016
Personnel			Required Resources		
Arts Leadership Team, Administration			Arts Leadership Team, Community Partners		
Implementation Notes					

Strategy					
Administrators, staff, families and community members will define, design, implement, and monitor a community/family engagement plan that supports the mission and vision of the school for the academic and social growth of all students.					
Research and Rationale					

This strategy supports:					
Reading Goal(s): <input checked="" type="checkbox"/>		Math Goal(s): <input checked="" type="checkbox"/>		Climate Goal(s): <input checked="" type="checkbox"/>	
Action Plan					
Start Date:		Action Step			
9/28/2015		Parents will be involved in decision making and leadership opportunities.			
Success Criteria					
Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
Site Council/PTO will review events to date. Will look at attendance and feedback. Parents will attend the State of the School Address. Parents will receive school communication in a variety of ways.	9/17/2015	During NAAPID, will hold mini round table groups to discuss events and receive feedback.	3/19/2015	Site Council/PTO will review events to date. Will look at attendance of each event and receive feedback.	5/19/2016
Personnel			Required Resources		
Administration, Parent Liaison, Instructional Leadership Team			Title 1, Community Partners		
Implementation Notes					

Strategy					
Using the Focused Instruction guides developed by the District Office, teachers will fully implement a Standards Based Curriculum and measure student progress through formative, summative and benchmark assessments to assure greater academic achievement for all Bethune students.					
Research and Rationale					
In June 2010, the Board of Directors of Minneapolis Public Schools approved a Theory of Action calling for district-governed schools to become "Schools of Focused Instruction, where all students benefit from a consistent, aligned instructional system." At these schools, the district would establish high standards and a more tightly aligned system of curriculum, professional development and assessment with the goal of ensuring that all students encounter a predictable and consistent curriculum at every school. Since that time the Superintendent has identified Focused Instruction, which is sometimes called aligned or managed instruction, as one of two major strategies for the 2015-16 school year to increase student achievement.					
This strategy supports:					
Reading Goal(s): X		Math Goal(s): X		Climate Goal(s):	
Action Plan					
Start Date:		Action Step			
9/9/2015		Teachers will use the YAG's and Benchmark Assessments to develop and inform their instruction and interventions.			
Success Criteria					
Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
Fall Teachers will meet in grade level teams to analyze student data and plan for instruction.	9/17/2015	-Data decision-making is informed by benchmark assessment data, formative assessments, and student work -Grades 3-5 upload benchmark assessments onto CFS	3/19/2015	Spring-Data decision making is informed by benchmark assessment data, formative assessments, and student work Grades 3-5 upload benchmark assessment onto CFS	5/19/2016
Personnel			Required Resources		
Math Specialist, Reading Interventionist and Instructional Specialist			Focused Instruction YAG's, Benchmark components and assessment booklets, Technology		
Implementation Notes					
Start Date:		Action Step			
11/3/2014		Teachers K-5 will implement PALS intervention to address reading gaps identified by CBM assessment.			
Success Criteria					
Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
Fall	9/17/2015	-PDPLC reflection/data discussion scheduled for Jan. 28th	3/19/2015	April	5/19/2016
Personnel			Required Resources		
Reading Interventionist, U of M Grant team, Administration			CBM assessments, PALS curriculum K-5		
Implementation Notes					

Start Date:	Action Step
9/10/2014	K-2 teachers will use Developing Number Concepts as an intervention on results of common assessments, to provide support for struggling students in core. 3-5 teachers will use Do the Math as an intervention to provide support for struggling students in core.

Success Criteria

Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
Fall	9/17/2015	-Support from Central Office (Anessa Parks) to PDPLCs in November to support with DNC -Developing Number Concepts (DNC) is integrated into Focused Instruction for teachers to include -Cohort with Aneesa Parks in mid-January	3/19/2015	Spring	5/19/2016

Personnel	Required Resources
Math Specialist	CBM Assessment, Do the Math, Assessing Math Concepts, Developing Math Concepts

Implementation Notes