

Holmes District School Board

# Bethlehem High School



2015-16 School Improvement Plan

## Bethlehem High School

2767 HIGHWAY 160, Bonifay, FL 32425

<http://bhs.hdsb.org/>

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Combination	Yes	43%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	2%

### School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	D	C	C

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Holmes County School Board.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	1	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

It is our vision that students at Bethlehem School can become productive learners if they are provided with effective instruction, appropriate curriculum and a supportive school environment.

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

The staff members at Bethlehem School believe that the school exists to promote and nurture student learning and development academically, physically, socially, and emotionally. We also believe that it is our role to provide various methods, technology, materials, and experiences to enable students to maximize their capabilities. We will actively seek and explore new ideas and research-based teaching strategies, in order to provide students with quality educational experiences. We will also seek to foster an atmosphere of respect and support. By doing so, we will provide a supportive, safe environment in which students can reach their full potential.

#### School Environment

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

Bethlehem High School offers many extracurricular activities that the students can choose which to participate in based on interest. We offer clubs, sports and electives in the curriculum to support the many facets of our students interests. Elementary classes offers Dr. Seuss Week in which different guest come in to read and share stories with elementary students about various places, people and cultures. Middle school has a February Focus week celebrating Martin Luther King Jr. and the various heroes of the liberating era of desegregation. High school teachers implement curriculum in Language Arts and history classes that teach students about the importance of empathy. Students are often asked to place themselves in other peoples or cultures to help them think about biased stereotypes and quick judgments of social situations.

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

Bethlehem High School has teachers posted on duty before, during and after school to ensure students are supervised at all times. All doors are locked with no entrance unless the teacher approves entrance. We have a zero tolerance to bullying with a open door policy for students to report any concerns. Practice drills are often rehearsed so that students are familiar with evacuation procedures in emergency situations. If students are comfortable with expectations, the response is less frightening when it has to be carried out in a real life situation. These drills prepare faculty, staff and students on what his/her role should be in the various emergency situations. We also have a number of students as part of our School Advisory Committee. Through this student involvement, they are providing input and help with decision making at these committee meetings. As members of our Jr. and Sr. Beta Clubs students help with activities for our school, this gives the students a sense of pride and respect for their involvement.

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

Bethlehem High School has a no interruptions policy. If students or teachers are needed, then a call is made to that classroom on the telephone, not intercom. Teachers provide bell ringers to immediately engage students when they enter the classroom. We follow the district code of conduct policy for disciplinary actions. Discipline referrals are made through the FOCUS online system preventing interruption in classroom instruction. Administration can more effectively evaluate and discipline without wait time on the students or teachers.

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

Through the RTI system, students academic and behavioral needs are addressed. We also provide counseling as needed by our on staff counselor as well as Spectrum Counseling Service by referrals when further issues warrant the need. Our Child Development Class as well as our Peer Counselors offer peer tutoring and mentoring services to students. Anchorage Children's Home also provides family, individual and student counseling based on school referrals by the counselor.

**Early Warning Systems**

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

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

To address our attendance issues, we have an on staff person that makes contact with parents/guardians when student attendance deems necessary. Course failure is addressed by the teachers themselves who make parent/guardian contact when students' grades are in danger and/or attendance is an issue. Conferences are set up as needed with the guidance counselor and/or administration included. The middle / high school our students are enrolled in an intervention class for English Language Arts and/or mathematics for those who have a history of scoring a level 1 on statewide standardized assessments.

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

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

Indicator	Grade Level								Total
	3	4	5	6	7	8	9	10	
Attendance below 90 percent	0	0	0	0	0	0	0	0	
One or more suspensions	4	2	2	3	4	4	0	3	22
Course failure in ELA or Math	3	0	7	3	3	2	6	9	33
Level 1 on statewide assessment	27	35	11	22	10	16	10	5	136

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

Indicator	Grade Level						Total
	3	5	6	8	9	10	
Students exhibiting two or more indicators	2	2	3	2	4	4	17

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

We have available to parents/guardians an internet based parent portal, FOCUS, that gives access to their students' grades and attendance. To address our attendance issues, we have a staff person that makes contact with parents/guardians when student attendance deems necessary. Teachers themselves make parent/guardian contact when students' grades are in danger and/or attendance is an issue. The middle / high students are enrolled in an intervention class for English Language Arts and/or mathematics. An after school program (WINGS) is offered to those low achieving students where they receive help with homework and in any subject where they are struggling. Our Level 1 students for grades K-5 are pulled for intervention with the classroom teacher as well as an RTI aide at least 3-4 times per week. Our RTI process identifies those students who are not achieving at Tier I instruction in the regular classroom. The teacher and Mrs. Hatfield, RTI chair, meets with the parents to plan interventions needed. At that time skills deficits are addressed and interventions are mapped out. After a period of 4-5 weeks we meet back and look at the progress that has been accomplished and decide if the need for movement into TIER II is necessary if sufficient progress has not been met. If a student has been moved into TIER III and no success has been met, then we move to the referral process with Mrs. Baily, our counselor joining the team.

### **Family and Community Involvement**

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

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

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

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

Yes

#### ***PIP Link***

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

#### ***Description***

See online parent involvement plan

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

Bethlehem High School works with Chipola College and Florida Panhandle Technical College to provide ongoing college and career information. BHS practices the following steps to ensure that we not only create but also sustain partnerships with our local community. If we do the following things, then we will have engaged parents and community surrounding and supporting their students' education.

1. BHS makes community involvement a priority. We work to communicate effectively with parents, local businesses, and other stakeholders. Only through active involvement can the community become true advocates for school growth.
2. BHS listens to input from the community. Leadership at BHS studies the results of climate surveys and parent comments gleaned from family nights, advisory meetings, and parent conferences. We recognize that the community will lend the school its trust when members realize that their voices are heard.
3. BHS works to provide the opportunity for the community to participate. The community and families in particular are encouraged to attend sporting events, family nights, and other special events at school. BHS advocates for additional outreach from families / community members to schools—telephone calls,

direct requests and feedback. The school has a Facebook page where information is updated concerning up-coming events. Parents also post concerns or comments on this page. A district call-out system is used as well to share pertinent information with parents. Our WINGS after school program also provides monthly parent night workshops to educate parents and provide support.

## Effective Leadership

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

### School Leadership Team

#### Membership:

Name	Title
Jones, Brent	Principal
Mitchell, Rosanne	Assistant Principal
Hatfield, Maelynn	Instructional Coach
Bailey, Sheila	Guidance Counselor

#### Duties

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

Our school-based team looks regularly at performance data and classroom observation data and uses that to make decisions about school improvement. Mr. Jones, principal, and Mrs. Mitchell, assistant-principal, focuses on the collaborative conversations and feedback regarding student learning outcomes with teachers. They are guiding the teachers to an understanding that by thoughtful planning the progress monitoring will show evidence that they are reaching their goal of student understanding and knowledge. Mrs. Mitchell makes parent contact on specific discipline issues. She also coordinates school activities to help ensure the school runs smoothly. Mr. Jones oversees the placement of personnel to help teachers' strengths be maximized. He also helps ensure the daily operations are running efficiently and seamless. Administrators handle discipline quickly and effectively using the FOCUS referral system and the new ISS option implemented this year. Mrs. Hatfield, curriculum, guides the teachers to study the effectiveness of their curriculum. She works to see that the professional development needs are addressed as to provide a positive impact on the instruction. Mrs. Hatfield chairs the RTI meetings with teachers and parents to address the needs of the TIER I and TIER II students. Mrs. Bailey, guidance counselor, provides teachers with resources to ensure students whole self is addressed, thus provides a climate where the students feel safe and successful. She provides information and guidance for those students in their after high school selections. She also works with teachers and parents to match the needs of students through conferences. Mrs. Bailey further facilitates the RTI process where she completes the referral for ESE testing when necessary.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

School Based Intervention Team (SBIT) will meet bi-weekly to monitor implementation of interventions, review data and make intervention recommendations. The team will continue with the development

and

prioritization of grade level (or subject specific) intervention practices as determined by student needs and areas of weakness. The SBIT team will work closely with the School Improvement Team, Literacy

Leadership Team and the faculty to ensure that stakeholders understand and are able to implement interventions as determined by the SBIT.

Title I

Funds allocated through Title I, Part A will provide students with remedial and supplement resources, needed to ensure that all students have equitable and equal educational opportunities that is delivered

through a standard-based differentiated curriculum. Funds will purchase scientifically based curriculum

resources that are designed to assist students in meeting high standards in Reading, Math, Writing, and

Science. Funds will also provide resources to implement a volunteer program, Title I part A will work in coordination with Title I part D to provide the local institution for neglected and or delinquent children, and to at risk students services that are comparable to those provided to children in Title I schools such as : computer

assisted instruction, drop out prevention program, mentors career exploration etc. Title II part A to provide on-going in-service and professional development/training to assist teachers and paraprofessionals at all levels in meeting the requirements needed to become highly qualified and professional development in areas such as differentiated accountability, learning communities, team teaching, data analysis, math, reading, writing etc. Professional development activities and workshops are coordinated with Title II, Part A. Title VI part B to provide lab assistants for 4 high schools to increase the graduation rate and prepare students to be college and career ready. All stakeholders benefit from the collaboration of these programs. The idea is to eliminate gaps in service for all students being served and provide an arena for sharing information and gearing available services to maximize both fiscal and human service efficiency. This helps increase the effectiveness of the research based instructional programs for all eligible students, These services will be limited to research-based best practices providing supplemental support designed to meet individual needs through continuous dialogue, collaboration of services and assessment analysis.

Title X- Homeless

Homeless students are identified upon registration during each school year, Funding is provided through

the District Office to provide these students with school supplies, medical care, supplemental tutoring and

any other resources needed in order to prevent the obstruction of their educational opportunities as a Holmes County student.

Supplemental Academic instruction (SAI)

Supplemental educational opportunities are offered through W.I.N.G.S. after-school program.

W.I.N.G.S. after - school program is a grant-funded program where students have the opportunity to continue their educational program after the school day ends. The program provides students with a safe environment as well as homework tutoring and supplemental educational activities in reading, math, and science.

Violence Prevention Programs

A violence prevention program in conjunction with the Holmes County Health Department.

Nutrition Programs

Bethlehem School provides eligible students with free and reduced meals through the federal school lunch

program.

Housing Programs

Not applicable

Head Start

Not applicable  
Adult Education  
Not Applicable

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Brent Jones	Principal
Dennis Lee	Parent
Carrie Hayford	Teacher
Myrtle Clemmons	Business/Community
Amy Conner	Parent
Mary Lemieux	Parent
April Hatcher	Teacher
Russell Bailey	Parent
Clay Hatcher	Business/Community
Harlie Peters	Student
Deidre Walton	Student
Mikala Collins	Student
Jennifer Eldridge	Parent

#### Duties

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

*Evaluation of last year's school improvement plan*

The following items were purchased for Bethlehem High School by the SAC team:

- 1- materials to construct an outdoor basketball court to serve the elementary population as well as for middle/high to use for basketball practice
- 2- two cameras for the journalism department

*Development of this school improvement plan*

The School Advisory Council members were offered the opportunity to give input at the first meeting of the year. The SIP plan will be on the agenda at each meeting quarterly for updates and any input.

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

The state gives our school allocations based on our number of students. The School Advisory Council then decides how best to use those funds provided.

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

The purchase of the materials for the outdoor basketball court to serve the elementary population for their P.E. time as well as for middle/high to use for basketball practice.

The purchase of two cameras for the journalism department to use for the production of the school yearbook.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Bailey, Sheila	Guidance Counselor
Hatfield, Maelynn	Instructional Coach
Jones, Brent	Principal
Mitchell, Rosanne	Assistant Principal

**Duties**

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

The LLT will serve as a forum for communication among faculty, administration, parents and the students at BHS, Our LLT will focus on those students making a year's progress in a year period of time in reading and math school-wide to improve their outcome on the state assessment. Our focus school-wide will be to maximum instruction time with bell to bell instruction and limited interruptions. The team will provide through our DA team teacher training on the backward design model in order to teach the standards, not just our text books. This will provide the teachers with the understanding of how to design their lesson plans in order to reach the goal of systematic lesson planning and delivery. We understand the digital age and social networking are both positive and negative influence on our students' literacy challenges. We strive to implement the positive digital opportunities while trying to minimize the negative influences of this fast-paced digital world.

**Public and Collaborative Teaching**

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

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

Bethlehem's teachers are encouraged to meet by grade levels/cross curricular at least twice a month to collaborate and discuss needs. Our principal and assistant - principal will observe classes monthly and use this formative feedback to encourage the positive outcomes. The teachers are also working with other teachers in the district and our state Differentiated Accountability Team to insure continuity across our district and that Florida State Standards are being met.

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

Job openings are posted/advertised in media and on the district website, Certification is verified for teaching assignment using FL DOE website for Educator Certification. The principal only hires highly qualified applicants.

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

We pair new, less experienced teachers with experienced, successful teachers to meet with new teacher weekly and aide the new teacher with in problems he/she may have as well as provide ideas concerning the curriculum, classroom management and instruction. Our instructional coach also observes and meets with the new teachers monthly to provide input and feedback needed. The principal and/or the assistant principal then follow up with observations and feedback.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

Our teachers work together and in collaboration with the State Differentiated Accountability Team (DA) to break down the Florida Standards and dissect their text and resources in developing their lesson plans based on the training they are receiving on the backwards design model. Any standard that is not completely addressed in the currently used resources is then addressed. They also use CPALMS as a resource to assist with the teaching of standards. The teachers are working closely with the State Differentiated Accountability Team to insure that the programs and materials are aligned to Florida Standards.

#### **Instructional Strategies**

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

Administrators and teachers review data at each progress monitoring assessment. Beginning the school year with the leadership team reviewing the past history of FCAT data and Discovery Education Assessments along with the pass/fail of the FSA ELA that we received and teacher assessments to determine placement in reading and mathematics classes. Students who received a Level 1 in reading or mathematics or a not pass on last years FSA ELA will be placed in an intensive reading or mathematics class in middle and high school. Elementary teachers will use the RTI process with those students.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 29,280

Teachers have been encouraged to provide bell to bell instruction as to use all possible time for student instructional time.

Our after school program "WINGS" provides those lower percentile students with increased instructional time. The overall goal of the WINGS after school program is to provide quality educational, developmental, and recreational services to students at risk of academic failure. WINGS will promote educational and social benefits and positive behavioral changes. In order to meet the program goals and objectives, the project will focus on the following program activities: 1.) remedial reading education activities and academic enrichment learning program; 2.) mathematics and science educational activities; 3.) physical and recreational activities; and 4.) parental involvement and family literacy.

### ***Strategy Rationale***

Provide additional educational time.

### ***Strategy Purpose(s)***

- Enrichment

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

Mitchell, Rosanne, mitchellr@hdsb.org

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

Florida State Assessment results for ELA and Math along with FCAT 2.0 (Science) results will be used from each site for each academic year as base-line data to target low performing students, and to refine, improve and strengthen the program. Student grades for quarters 1, 2 and 4 will be collected by the lead coordinator. Grades will be entered into a data sheet that will be given to each site coordinator and will be used to further assist students that are struggling in academic areas and are at risk of retention. Adjustments and intervention strategies will be made and implemented as needed at each site to ensure students are progressing in school.

For character education, and health/nutrition, a pre, mid, and posttest will be administered using a program created assessment. Dropout Prevention will be assessed through reported grade promotion in the student information system. Participation in family literacy activities will be assessed through school and community-based sign in sheets. Family literacy skills will be assessed with surveys. Analysis for these objectives will be made in August, December, and April.

Observations at the beginning of the program will be used to drive the instruction during the program. The lead coordinator will input all results into the data collection sheet in a timely manner. The results of each assessment will be compared noting the students who decrease, maintain or increase in the skills being tested. Program activities will be evaluated and modified/adjusted based on analysis of data as needed. The Project Director and evaluator will review and analyze the data collected for the Baseline, Mid-Year, Formative, Summative and End-of-Year collection reports as required. The evaluator will prepare a final report on the success of the WINGS 21st CCLC project that will be disseminated to all stakeholders as well as being posted on the website. The evaluations will be made available to the public through the district website, reports sent home with the parents, and the Advisory Board. During the advisory board meetings, stakeholders will be given information and program updates. Evaluation deliverables will include

the Formative Evaluation Summary, Summative Report, Baseline Data, Mid-Year Data, End-of-Year Data Collection Report and USED federal report as required by the grant.

## Student Transition and Readiness

### PreK-12 Transition

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

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

Students will participate in a program that transitions students into spending whole days in the classroom.

This program is conducted during the first week of school and all students in Kindergarten attend school for an abbreviated amount of time. The preschool teacher prepares the students to transition during participatory activities throughout the entire school year. Beginning in fourth grade, students shift two classes during the day. In fifth grade the students change classes three times a day. These shifts during the day help to prepare them for the seven class changes that being in sixth grade. Also in the eighth grade, students are allowed to choose a high school math class if appropriate for based on their past performance. This helps students understand the course load for a high school class. The counselor also provides information at the beginning of the school year to each high school grade level insuring that these students are aware of the grade level and graduation requirements. The ninth grade is given our extend time to help ensure they understand credit requirements, GPA demands and weighted class definitions.

### College and Career Readiness

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

Bethlehem High School has implemented a variety of strategies aimed at improving the graduation rate, as well as increasing grade 11 and 12 student participation in post-secondary academic and vocational preparation.

1. Students will have the opportunity to participate in leadership activities through a variety of extracurricular programs as well as leadership skills courses offered as an integral part of their coursework during the regular school day. Skills acquired during these activities will serve as real-world atmosphere.
2. Students will be provided information concerning ACT and other college preparatory assessments. Students will have the opportunity to participate in an ACT preparatory class during the 2015-16 school year.
3. All 10th grade students are scheduled to take the ACT - PLAN (ACT predictor assessment).
4. The Guidance Department will discuss the Bright Futures Scholarship program with students in grades 9-12 so they understand eligibility requirements.
5. The Instructional Coach and Guidance Department will hold grade-level informational nights for parents, concerning the issues at each grade level.
6. Various colleges are invited to speak with 11th and 12th grade students about the programs offered at their institutions.
7. Students have the opportunity to visit post-secondary campuses as well as career fairs through school

- sponsored field trips,
8. Florida Virtual School, Edgenuity and Chlpola College are utilized for credit retrieval.
  9. Students who have not passed FCAT Reading / FSA ELA and Math for graduation purposes are scheduled into Intensive Math and Intensive Reading courses.
  10. After school tutoring is available.
  11. Students are recruited into programs based on their areas of interest by guidance, program/course instructors, mentor teachers and peers.
  12. The Guidance Department counsels student as appropriate regarding Dual Enrollment courses. The percentage of students participating in dual enrollment continues to increase.
  13. Information is provided to parents through local media, school website, school Facebook page, school newsletters, the school marquee, open house, parent meetings, and various other school functions.
  14. The College Placement Test is administered to juniors and seniors who have passed the graduation exam. Based on CPT scores, remedial college preparatory courses are offered in reading and math,
  15. Teachers are encouraged to consider advancing their degrees/certifications to offer students advanced courses through AP and/or dual enrollment programs.

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

We provide courses in our Vocational Academies for Culinary, Business and Agricultural foundations. Our Culinary Program provides certification of SerSafe and ProStart I & II. The Business program offers certification of Microsoft Excel.

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

Based on results on PERT and/or ACT scores, students are scheduled into the College and Career Readiness classes for English and math. They also are offered dual enrolled English and Math. Our students are offered Vocational Academies for Culinary, Business and Agricultural foundations along with course in aerospace engineering with whom we partner with Emory-Riddle University. Students, if eligible, may also choose to attend Panhandle Technical School for half the school day. These programs offer technical certification that help students become college ready or career ready while in high school.

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

- Annual informational night for parents of high school students
- counselor meeting with each high school grade level to explain their requirements for graduation and beyond
- Exploring careers with students in a career exploration class
- School based leadership team review and provide assistance to specific students as needed

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

### **Portfolio Selection**

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

679

### **Data Uploads**

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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### **Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### **Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** Bethlehem will work to build strong parent and community communication, thus developing a supportive learning environment and producing academic engagement from our parents and community.
  
- G2.** By Spring 2016, Bethlehem students will fall in the 50% as compared to the same group of students in the state of Florida as demonstrated on the English Language Arts portion of the Florida Standards Assessment.
  
- G3.** By Spring 2016, Bethlehem students will fall in the 50% as compared to the same group of students in the state of Florida as demonstrated on the Mathematics portion of the Florida Standards Assessment.

## Strategic Goals Detail

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

**G1.** Bethlehem will work to build strong parent and community communication, thus developing a supportive learning environment and producing academic engagement from our parents and community.

1a

G073889

**Targets Supported** 1b

Indicator	Annual Target
District Parent Survey	
5Es Score: Parent Influence	

**Resources Available to Support the Goal** 2

- Access web site and Parent portal on our FOCUS system
- Parent letters home from teachers in middle and high school
- Parent Communicators provided in elementary school
- Parent Surveys that are conducted by the district

**Targeted Barriers to Achieving the Goal** 3

- Parent Transportation

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

Increased participation in Parent night workshops through WINGS and participation with teachers in conferences and school-wide meetings.

**Person Responsible**

Rosanne Mitchell

**Schedule**

Monthly, from 10/9/2015 to 5/20/2016

**Evidence of Completion**

Sign in Sheets as well as conference logs from teachers will provide evidence of participation.

**G2.** By Spring 2016, Bethlehem students will fall in the 50% as compared to the same group of students in the state of Florida as demonstrated on the English Language Arts portion of the Florida Standards Assessment. 1a

G073890

**Targets Supported** 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	69.0

**Resources Available to Support the Goal** 2

- PLC (Professional Learning Community) work
- Teachers planning with rigor and higher order thinking skills through self study and collaboration among colleagues.
- Parent contacts
- Backwards design elements
- Differentiated Accountability Team working with teachers
- CPALMS

**Targeted Barriers to Achieving the Goal** 3

- Insufficient standard based instruction
- Lack of student engagement

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

Teacher created standards-based assessments (other)  
English Language Arts Florida Standards Assessment

**Person Responsible**

Maelynn Hatfield

**Schedule**

Biweekly, from 9/4/2015 to 5/27/2016

**Evidence of Completion**

Classroom grades on standards based assessments English Language Arts Florida Standards Assessments outcomes

**G3.** By Spring 2016, Bethlehem students will fall in the 50% as compared to the same group of students in the state of Florida as demonstrated on the Mathematics portion of the Florida Standards Assessment. 1a

G073891

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	75.0

**Resources Available to Support the Goal** 2

- Florida Standards
- MFAS (Mathematics Formative Unit Assessments)
- State Differentiated Accountability Team
- 

**Targeted Barriers to Achieving the Goal** 3

- Insufficient standards based instruction

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

MAFS unit assessments  
Teacher created standards assessments

**Person Responsible**

Maelynn Hatfield

**Schedule**

Monthly, from 9/25/2015 to 5/27/2016

**Evidence of Completion**

Florida Standards Assessments, EOC for Alg I and Geometry

## Action Plan for Improvement

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

### Problem Solving Key

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

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

**G1.** Bethlehem will work to build strong parent and community communication, thus developing a supportive learning environment and producing academic engagement from our parents and community. **1**

 G073889

**G1.B1** Parent Transportation **2**

 B192993

**G1.B1.S1** In order to overcome the barrier of transportation that would keep parents from participating at school, teachers use parent communicators in elementary and letters home in middle and high school. There is also our school web site that provides much information for parent. Teachers make calls home to parents as needed. **4**

 S204496

### Strategy Rationale

By keeping parents informed and aware of needs, students' progress and upcoming activities, parents will support teachers and the school and support learning.

### Action Step 1 **5**

Bethlehem's Parent involvement will build strong relationships with families and communities to support learning and build academic engagement with the school.

### Person Responsible

Brent Jones

### Schedule

Monthly, from 8/7/2015 to 6/3/2016

### Evidence of Completion

1-Sign in sheets at parent nights and workshops with increasing numbers of participation through out the year. 2-By monitoring the number of visits that appear to our website, we can show evidence of interest. 3-Teachers' reporting parent communication through documentation of calls, emails and notes home. 4-Parent Surveys at end of school year will show a growth in interest of our academic outcomes.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1 6**

Our web site will be monitored for number of visits.  
The teachers will report on communication with parents, calls, emails or by signing weekly communicator or letters home.

**Person Responsible**

Maelynn Hatfield

**Schedule**

Monthly, from 8/28/2015 to 6/10/2016

***Evidence of Completion***

1-web site monitoring 2-teacher reporting on communication with parents, calls, emails or by signing weekly communicator or letters home

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

Parent and community support of Bethlehem's learning environment will provide academic engagement with the school.

**Person Responsible**

Brent Jones

**Schedule**

Quarterly, from 8/7/2015 to 5/6/2016

***Evidence of Completion***

1-Increased participation in school functions as well as parent teacher conferences, school wide parent meetings and workshops. 2-School Advisory Council feedback from the community of the effectiveness of our learning community. 3-This will also be evidenced by the Parent Surveys at the end of the school year.

**G2.** By Spring 2016, Bethlehem students will fall in the 50% as compared to the same group of students in the state of Florida as demonstrated on the English Language Arts portion of the Florida Standards Assessment.

1

G073890

**G2.B1** Insufficient standard based instruction 2

B192994

**G2.B1.S1** Align lesson with Florida Standards with the backwards design elements and resources such as CPALMS. 4

S204497

### Strategy Rationale

Focus on standards based instruction

### Action Step 1 5

The Florida Department of Differentiated Accountability Team will provide support for teachers by training them to teacher standards based lessons and to use resources such as CPALMS along with supporting and monitoring the Professional Learning Community (PLC) to elicit collaboration among teachers.

#### Person Responsible

Maelynn Hatfield

#### Schedule

Monthly, from 9/24/2015 to 5/11/2016

#### Evidence of Completion

The evidence will be Classroom Standards Based Assessment Results as progress monitoring and English Language Arts Florida Standards Assessment in the Spring of 2016.

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

Lesson plans that demonstrate standards based lessons as will as evidence in the classroom of instruction.

#### Person Responsible

Brent Jones

#### Schedule

Monthly, from 9/25/2015 to 5/27/2016

#### Evidence of Completion

Classroom walk thoughts and lesson plans.

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

Standards based assessments

**Person Responsible**

Rosanne Mitchell

**Schedule**

Every 3 Weeks, from 9/25/2015 to 5/27/2016

**Evidence of Completion**

English Language Arts Florida Standards Assessment Spring 2016

**G2.B1.S2** The Florida Department of Differentiated Accountability Team will provide support for teachers by training using resources such as CPALMS along with encouraging and monitoring collaboration among teachers. 4

 S204498

**Strategy Rationale**

By training the teachers to teach and assess the standards, students will acquire meaningful transfer of those standards and will demonstrate that successfully on the FSA assessment.

**Action Step 1 5**

DA team training, which includes using resources such as the backwards design elements and CPALMS along with encouraging and monitoring the Professional Learning Communities' (PLC) collaboration among teachers.

**Person Responsible**

Maelynn Hatfield

**Schedule**

Monthly, from 9/24/2015 to 5/11/2016

**Evidence of Completion**

Meeting notes, lesson plans and progress monitoring assessments

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Standards based instruction

**Person Responsible**

Rosanne Mitchell

**Schedule**

Monthly, from 9/14/2015 to 5/27/2016

***Evidence of Completion***

Lesson Plans and formative feedback gathered through classroom walk throughs.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Standards based instruction

**Person Responsible**

Rosanne Mitchell

**Schedule**

Every 6 Weeks, from 9/25/2015 to 5/27/2016

***Evidence of Completion***

Report Card grades

**G2.B2** Lack of student engagement **2**

 B192995

**G2.B2.S1** Teachers set and communicate a purpose for learning goals with each lesson. **4**

 S204499

**Strategy Rationale**

By communicating a purpose, students are aware of outcome for the class.

**Action Step 1** **5**

Walk through by Administrator to observe purpose and outcome in teachers' classrooms.

**Person Responsible**

Brent Jones

**Schedule**

Monthly, from 8/24/2015 to 4/29/2016

**Evidence of Completion**

Teachers lesson plans, common board displayed and also classroom evidence of lessons.

**Action Step 2** **5**

The Florida Department of Differentiated Accountability Team will provide support for teachers by training teachers on the backward design elements, common board configuration, as well as standards based resources .

**Person Responsible**

Maelynn Hatfield

**Schedule**

Monthly, from 8/24/2015 to 5/11/2016

**Evidence of Completion**

Administrators walk throughs with focus on standards being taught with quality questioning that will demonstrate students' knowledge of the standards.

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Lesson plans and observing of lessons and common board.

**Person Responsible**

Rosanne Mitchell

**Schedule**

Monthly, from 10/17/2014 to 5/1/2015

***Evidence of Completion***

Administrators will monitor fidelity of lesson plans and meet with teachers monthly to discuss progress and share ideas.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Teacher created standards-based assessments (other)

**Person Responsible**

Maelynn Hatfield

**Schedule**

Weekly, from 9/4/2015 to 5/27/2016

***Evidence of Completion***

Teachers and reading coach will monitor progress to ensure growth toward Florida Standards Assessments.

**G2.B2.S2** Bell to bell instruction 4

 S204500

**Strategy Rationale**

By engaging students with bell to bell instruction teachers will maximize the learning time, from the beginning of the class period to the end (bell-to-bell).

**Action Step 1** 5

Teachers set and communicate the purpose for each lesson with students and provide bell to bell instruction.

**Person Responsible**

Brent Jones

**Schedule**

Daily, from 8/24/2015 to 5/27/2016

**Evidence of Completion**

Goals will be posted visible for students to see and lesson plans will reflect evidence of instruction.

**Plan to Monitor Fidelity of Implementation of G2.B2.S2** 6

Monitor bell to bell instruction along with evidence of instructional goals.

**Person Responsible**

Brent Jones

**Schedule**

Monthly, from 8/24/2015 to 5/27/2016

**Evidence of Completion**

Administrators will monitor bell to bell instruction by doing walk throughs and checking goals.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7**

Monitor bell to bell instruction along with evidence of instructional goals with walk through.

**Person Responsible**

Brent Jones

**Schedule**

Biweekly, from 9/8/2014 to 4/24/2015

**Evidence of Completion**

Classroom walk through report by principal.

**G2.B2.S3** Teachers making two parent contacts if failing by progress report time and by report card time there should have already been a conference. 4

 S204501

**Strategy Rationale**

Through parent/teacher contact, the parents and teachers will focus more on those students not performing well, thus increasing student engagement.

**Action Step 1 5**

Mr. Jones will direct teachers to make two parent contacts if failing by progress report time and before report card time there should have already been a conference.

**Person Responsible**

Brent Jones

**Schedule**

On 5/27/2016

**Evidence of Completion**

Progress Reports and report card grades

**Action Step 2** 5

Teachers develop engaging learning activities that will motivate students to participate

**Person Responsible**

Rosanne Mitchell

**Schedule**

Weekly, from 9/25/2015 to 4/29/2016

**Evidence of Completion**

classroom walk through will provide a collection of formative data teacher feedback

**Plan to Monitor Fidelity of Implementation of G2.B2.S3** 6

formative feedback through classroom walk through

**Person Responsible**

Rosanne Mitchell

**Schedule**

Monthly, from 9/25/2015 to 5/27/2016

**Evidence of Completion**

Through the classroom walk through, the observer will identify engaging activities and note participation

**Plan to Monitor Effectiveness of Implementation of G2.B2.S3** 7

Engaging learning activities will encourage student participation and success.

**Person Responsible**

Brent Jones

**Schedule**

Monthly, from 9/25/2015 to 5/27/2016

**Evidence of Completion**

Report card grades

**Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7**

Engaging learning activities will encourage student participation and success.

**Person Responsible**

Brent Jones

**Schedule**

Monthly, from 9/25/2015 to 5/27/2016

**Evidence of Completion**

Report card grades

**G3.** By Spring 2016, Bethlehem students will fall in the 50% as compared to the same group of students in the state of Florida as demonstrated on the Mathematics portion of the Florida Standards Assessment. 1

 G073891

**G3.B1** Insufficient standards based instruction 2

 B192996

**G3.B1.S1** Access the Florida Standards through the breaking down of the standing for understanding. 4

4

 S204502

**Strategy Rationale**

With the training of The Florida Department of Differentiated Accountability Team and through the use of the standards based lessons and collaborative work among the district team, mathematics proficiency levels will increase.

**Action Step 1 5**

Training on standards based instruction

**Person Responsible**

Maelynn Hatfield

**Schedule**

Monthly, from 8/24/2015 to 5/11/2016

**Evidence of Completion**

Monitoring through standards based assessment scores to show progress MFAS unit scores

**Plan to Monitor Fidelity of Implementation of G3.B1.S1 6**

MAFS unit assessments  
Teacher created standards based assessments

**Person Responsible**

Maelynn Hatfield

**Schedule**

Weekly, from 8/28/2015 to 5/27/2016

**Evidence of Completion**

Classroom observations, MFAS unit assessments and results of the Florida Standards Assessments in the spring of 2016

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

MAFS unit assessments  
Teacher created standards based assessments

**Person Responsible**

Rosanne Mitchell

**Schedule**

Monthly, from 9/4/2015 to 5/27/2016

**Evidence of Completion**

Results of the Mathematics Florida Standards Assessments in the spring of 2016

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Bethlehem's Parent involvement will build strong relationships with families and communities to support learning and build academic engagement with the school.	Jones, Brent	8/7/2015	1-Sign in sheets at parent nights and workshops with increasing numbers of participation through out the year. 2-By monitoring the number of visits that appear to our website, we can show evidence of interest. 3-Teachers' reporting parent communication through documentation of calls, emails and notes home. 4-Parent Surveys at end of school year will show a growth in interest of our academic outcomes.	6/3/2016 monthly
G2.B1.S1.A1	The Florida Department of Differentiated Accountability Team will provide support for teachers by training	Hatfield, Maelynn	9/24/2015	The evidence will be Classroom Standards Based Assessment Results as progress monitoring and English	5/11/2016 monthly

**Holmes - 0041 - Bethlehem High School - 2015-16 SIP**  
Bethlehem High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	them to teacher standards based lessons and to use resources such as CPALMS along with supporting and monitoring the Professional Learning Community (PLC) to elicit collaboration among teachers.			Language Arts Florida Standards Assessment in the Spring of 2016.	
G2.B1.S2.A1	DA team training, which includes using resources such as the backwards design elements and CPALMS along with encouraging and monitoring the Professional Learning Communities' (PLC) collaboration among teachers.	Hatfield, Maelynn	9/24/2015	Meeting notes, lesson plans and progress monitoring assessments	5/11/2016 monthly
G2.B2.S1.A1	Walk through by Administrator to observe purpose and outcome in teachers' classrooms.	Jones, Brent	8/24/2015	Teachers lesson plans, common board displayed and also classroom evidence of lessons.	4/29/2016 monthly
G2.B2.S2.A1	Teachers set and communicate the purpose for each lesson with students and provide bell to bell instruction.	Jones, Brent	8/24/2015	Goals will be posted visible for students to see and lesson plans will reflect evidence of instruction.	5/27/2016 daily
G2.B2.S3.A1	Mr. Jones will direct teachers to make two parent contacts if failing by progress report time and before report card time there should have already been a conference.	Jones, Brent	9/3/2015	Progress Reports and report card grades	5/27/2016 one-time
G3.B1.S1.A1	Training on standards based instruction	Hatfield, Maelynn	8/24/2015	Monitoring through standards based assessment scores to show progress MFAS unit scores	5/11/2016 monthly
G2.B2.S1.A2	The Florida Department of Differentiated Accountability Team will provide support for teachers by training teachers on the backward design elements, common board configuration, as well as standards based resources .	Hatfield, Maelynn	8/24/2015	Administrators walk throughs with focus on standards being taught with quality questioning that will demonstrate students' knowledge of the standards.	5/11/2016 monthly
G2.B2.S3.A2	Teachers develop engaging learning activities that will motivate students to participate	Mitchell, Rosanne	9/25/2015	classroom walk through will provide a collection of formative data teacher feedback	4/29/2016 weekly
G1.MA1	Increased participation in Parent night workshops through WINGS and participation with teachers in conferences and school-wide meetings.	Mitchell, Rosanne	10/9/2015	Sign in Sheets as well as conference logs from teachers will provide evidence of participation.	5/20/2016 monthly
G1.B1.S1.MA1	Parent and community support of Bethlehem's learning environment will provide academic engagement with the school.	Jones, Brent	8/7/2015	1-Increased participation in school functions as well as parent teacher conferences, school wide parent meetings and workshops. 2-School Advisory Council feedback from the community of the effectiveness of our learning community. 3-This will also be evidenced by the Parent Surveys at the end of the school year.	5/6/2016 quarterly
G1.B1.S1.MA1	Our web site will be monitored for number of visits. The teachers will report on communication with parents, calls, emails or by signing weekly communicator or letters home.	Hatfield, Maelynn	8/28/2015	1-web site monitoring 2-teacher reporting on communication with parents, calls, emails or by signing weekly communicator or letters home	6/10/2016 monthly
G2.MA1	Teacher created standards-based assessments (other) English Language Arts Florida Standards Assessment	Hatfield, Maelynn	9/4/2015	Classroom grades on standards based assessments English Language Arts Florida Standards Assessments outcomes	5/27/2016 biweekly
G2.B1.S1.MA1	Standards based assessments	Mitchell, Rosanne	9/25/2015	English Language Arts Florida Standards Assessment Spring 2016	5/27/2016 every-3-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1	Lesson plans that demonstrate standards based lessons as will as evidence in the classroom of instruction.	Jones, Brent	9/25/2015	Classroom walk thoughts and lesson plans.	5/27/2016 monthly
G2.B2.S1.MA1	Teacher created standards-based assessments (other)	Hatfield, Maelynn	9/4/2015	Teachers and reading coach will monitor progress to ensure growth toward Florida Standards Assessments.	5/27/2016 weekly
G2.B2.S1.MA1	Lesson plans and observing of lessons and common board.	Mitchell, Rosanne	10/17/2014	Administrators will monitor fidelity of lesson plans and meet with teachers monthly to discuss progress and share ideas.	5/1/2015 monthly
G2.B1.S2.MA1	Standards based instruction	Mitchell, Rosanne	9/25/2015	Report Card grades	5/27/2016 every-6-weeks
G2.B1.S2.MA1	Standards based instruction	Mitchell, Rosanne	9/14/2015	Lesson Plans and formative feedback gathered through classroom walk throughs.	5/27/2016 monthly
G2.B2.S2.MA1	Monitor bell to bell instruction along with evidence of instructional goals with walk through.	Jones, Brent	9/8/2014	Classroom walk through report by principal.	4/24/2015 biweekly
G2.B2.S2.MA1	Monitor bell to bell instruction along with evidence of instructional goals.	Jones, Brent	8/24/2015	Administrators will monitor bell to bell instruction by doing walk throughs and checking goals.	5/27/2016 monthly
G2.B2.S3.MA1	Engaging learning activities will encourage student participation and success.	Jones, Brent	9/25/2015	Report card grades	5/27/2016 monthly
G2.B2.S3.MA1	Engaging learning activities will encourage student participation and success.	Jones, Brent	9/25/2015	Report card grades	5/27/2016 monthly
G2.B2.S3.MA1	formative feedback through classroom walk through	Mitchell, Rosanne	9/25/2015	Through the classroom walk through, the observer will identify engaging activities and note participation	5/27/2016 monthly
G3.MA1	MAFS unit assessments Teacher created standards assessments	Hatfield, Maelynn	9/25/2015	Florida Standards Assessments, EOC for Alg I and Geometry	5/27/2016 monthly
G3.B1.S1.MA1	MAFS unit assessments Teacher created standards based assessments	Mitchell, Rosanne	9/4/2015	Results of the Mathematics Florida Standards Assessments in the spring of 2016	5/27/2016 monthly
G3.B1.S1.MA1	MAFS unit assessments Teacher created standards based assessments	Hatfield, Maelynn	8/28/2015	Classroom observations, MFAS unit assessments and results of the Florida Standards Assessments in the spring of 2016	5/27/2016 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G2.** By Spring 2016, Bethlehem students will fall in the 50% as compared to the same group of students in the state of Florida as demonstrated on the English Language Arts portion of the Florida Standards Assessment.

### **G2.B1** Insufficient standard based instruction

**G2.B1.S1** Align lesson with Florida Standards with the backwards design elements and resources such as CPALMS.

#### **PD Opportunity 1**

The Florida Department of Differentiated Accountability Team will provide support for teachers by training them to teacher standards based lessons and to use resources such as CPALMS along with supporting and monitoring the Professional Learning Community (PLC) to elicit collaboration among teachers.

##### **Facilitator**

The Florida Department of Differentiated Accountability Team

##### **Participants**

Teachers

##### **Schedule**

Monthly, from 9/24/2015 to 5/11/2016

**G2.B1.S2** The Florida Department of Differentiated Accountability Team will provide support for teachers by training using resources such as CPALMS along with encouraging and monitoring collaboration among teachers.

#### **PD Opportunity 1**

DA team training, which includes using resources such as the backwards design elements and CPALMS along with encouraging and monitoring the Professional Learning Communities' (PLC) collaboration among teachers.

##### **Facilitator**

The Florida Department of Differentiated Accountability Team

##### **Participants**

Teachers

##### **Schedule**

Monthly, from 9/24/2015 to 5/11/2016

## G2.B2 Lack of student engagement

**G2.B2.S1** Teachers set and communicate a purpose for learning goals with each lesson.

### PD Opportunity 1

The Florida Department of Differentiated Accountability Team will provide support for teachers by training teachers on the backward design elements, common board configuration, as well as standards based resources .

#### Facilitator

The Florida Department of Differentiated Accountability Team

#### Participants

Teachers

#### Schedule

Monthly, from 8/24/2015 to 5/11/2016

**G3.** By Spring 2016, Bethlehem students will fall in the 50% as compared to the same group of students in the state of Florida as demonstrated on the Mathematics portion of the Florida Standards Assessment.

## G3.B1 Insufficient standards based instruction

**G3.B1.S1** Access the Florida Standards through the breaking down of the standing for understanding.

### PD Opportunity 1

Training on standards based instruction

#### Facilitator

The Florida Department of Differentiated Accountability Team

#### Participants

Math teachers

#### Schedule

Monthly, from 8/24/2015 to 5/11/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B1.S1.A1	Bethlehem's Parent involvement will build strong relationships with families and communities to support learning and build academic engagement with the school.	\$0.00
2	G2.B1.S1.A1	The Florida Department of Differentiated Accountability Team will provide support for teachers by training them to teacher standards based lessons and to use resources such as CPALMS along with supporting and monitoring the Professional Learning Community (PLC) to elicit collaboration among teachers.	\$0.00
3	G2.B1.S2.A1	DA team training, which includes using resources such as the backwards design elements and CPALMS along with encouraging and monitoring the Professional Learning Communities' (PLC) collaboration among teachers.	\$0.00
4	G2.B2.S1.A1	Walk through by Administrator to observe purpose and outcome in teachers' classrooms.	\$0.00
5	G2.B2.S1.A2	The Florida Department of Differentiated Accountability Team will provide support for teachers by training teachers on the backward design elements, common board configuration, as well as standards based resources .	\$0.00
6	G2.B2.S2.A1	Teachers set and communicate the purpose for each lesson with students and provide bell to bell instruction.	\$0.00
7	G2.B2.S3.A1	Mr. Jones will direct teachers to make two parent contacts if failing by progress report time and before report card time there should have already been a conference.	\$0.00
8	G2.B2.S3.A2	Teachers develop engaging learning activities that will motivate students to participate	\$0.00
9	G3.B1.S1.A1	Training on standards based instruction	\$0.00
<b>Total:</b>			<b>\$0.00</b>