

Holmes District School Board

# Bethlehem High School



2017-18 Schoolwide Improvement Plan

## Bethlehem High School

2767 HIGHWAY 160, Bonifay, FL 32425

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

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	Yes	72%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	2%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	B	C*	D

*\*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 was approved by the Holmes County School Board on 12/5/2017.

### 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Bethlehem High School

DA Region and RED	DA Category and Turnaround Status
Northwest - <a href="#">Rachel Heide</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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.

##### b. 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.

#### 2. School Environment

##### a. 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.

##### b. 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. Through our guidance counselor, "Child Safety Matters" program is being implemented. This program provides students with information and strategies to prevent bullying, cyber bullying, child abuse, digital abuse, and other digital dangers.

**c. 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.

**d. 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 MTSS 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 Peer Counselors, 11th and 12th grade students, 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.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**a. 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.

Progress Reports are sent home mid report card to inform parents of grades, along with daily availability of grades on our online FOCUS system. 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. This year our school will implement the web-based i-Ready intervention program in reading and math. Students in K-8 will be given pretest, prescribed interventions and formative assessments to track their progress throughout the year.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	17	18	10	11	12	5	11	10	7	4	9	13	19	146
One or more suspensions	0	0	1	0	0	1	2	1	2	0	0	2	0	9
Course failure in ELA or Math	3	2	1	0	1	0	3	2	1	1	0	0	0	14
Level 1 on statewide assessment	0	0	0	0	9	11	10	15	6	11	15	16	1	94

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	2	2	1	0	2	1	5	7	3	1	6	9	1	40

**c. 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. It is also available as an app for their phones. 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 aide or student assistant from our high school at least 1-2 times per week. Our MTSS process identifies those students who are not achieving at Tier I instruction in the regular classroom. The teacher and Mrs. Hatfield, MTSS 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. Bailey, our counselor joining the team. As previously mentioned, the i-Ready program will be used for intervention for the students identified by the EWS.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**1. 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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/442699>.

**2. Description**

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

**2. 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.

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership

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

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

#### b. Duties

##### **1. 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. Mr. Jones and Mrs. Mitchell makes parent contact on specific discipline issues. Mrs. Mitchell 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 ISS option implemented last 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 MTSS 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 MTSS process where she completes the referral for ESE testing when necessary.

**2. 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 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 all students with free meals through the Community Eligibility Program.

**Housing Programs**

Not applicable

**Head Start**

Not applicable

**Adult Education**

Not Applicable

**2. School Advisory Council (SAC)**

**a. Membership**

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

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
Jennifer Eldridge	Parent
Eddie Paul	Business/Community

**b. Duties**

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

The council did not spend their allotted money last year in hopes for saving until this school year to construct an outdoor basketball court.

*b. 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.

*c. 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.

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

The council did not spend their allotted money last year in hopes for saving until this school year to construct an outdoor basketball court.

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

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 continue to work with teachers on the backward design model in order to teach the standards, not just our text books. This will reinforce 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.

**D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

**1. 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 to insure continuity across our district and that Florida State Standards are being met.

**2. 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.

**3. 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.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

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

Our teachers work collaboratively to break down the Florida Standards and dissect their text and resources in developing their lesson plans based on the training they received 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.

#### **b. Instructional Strategies**

**1. 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 and FSA data and District developed Progress Monitoring 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. All teachers will use the MTSS process with those students.

**2. 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.

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

The preschool teacher prepares the students to transition during participatory activities throughout the entire school year. 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. Beginning in fourth grade, students shift two classes during the 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.

### b. College and Career Readiness

#### **1. 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 2017-18 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 FSA ELA and Algebra I EOC 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.

**2. 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 Office Specialist, while the Agricultural program offers certification in Agricultural Mechanics.

**3. 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.

**4. 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
- 10th Grade students are administered the ACT Plan to establish a baseline for skills needed to be college ready.

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### A. Problem Identification

## 1. Data to Support Problem Identification

### b. 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:

*No files were uploaded*

## 2. 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.

## B. 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.

## C. Strategic Goals

## 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 continue to work to build strong parent and community communication, thus developing a supportive learning environment and producing academic engagement from our parents and community.
  
- G2.** Although we fell short of our goal in 2017, by Spring 2018, 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.** Although we fell short of our goal in 2017, by Spring 2018, 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

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

1a

G097449

**Targets Supported** 1b

Indicator	Annual Target
5Es Score: Parent Involvement	
5Es Score: Parent Involvement	

**Targeted Barriers to Achieving the Goal** 3

- Parent Transportation as well as their work schedules

**Resources Available to Help Reduce or Eliminate the Barriers** 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
- Parents now has access to a new Mobile app though the Holmes District School Board that will provide immediate access to information. This can be district information, Bethlehem High School information, as will as access to their parent portal in FOCUS.

**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 8/21/2017 to 5/29/2018

**Evidence of Completion**

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

**G2.** Although we fell short of our goal in 2017, by Spring 2018, 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

G097450

**Targets Supported** 1b

Indicator	Annual Target
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FSAA ELA Achievement

**Targeted Barriers to Achieving the Goal** 3

- Insufficient standard based instruction
- Lack of student engagement

**Resources Available to Help Reduce or Eliminate the Barriers** 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
- CPALMS
- Teachers will post a daily focus visible to student (SWBAT: Students will be able to)
- Score reports from the i-Ready comprehensive assessment system

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

Teacher created standards-based assessments (other)  
English Language Arts Florida Standards Assessment  
Progress monitoring through the i-Ready comprehensive assessment system

**Person Responsible**

Maelynn Hatfield

**Schedule**

Every 3 Weeks, from 9/15/2017 to 5/18/2018

**Evidence of Completion**

Classroom grades on standards based assessments i-Ready progress monitoring assessment reports English Language Arts Florida Standards Assessments outcomes in Spring 2018

**G3.** Although we fell short of our goal in 2017, by Spring 2018, 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

G097451

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics Achievement	79.0

**Targeted Barriers to Achieving the Goal** 3

- Insufficient standards based instruction

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Florida Standards
- MFAS (Mathematics Formative Unit Assessments)
- Score reports from the i-Ready comprehensive assessment system

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

i-Ready comprehensive assessment system as well as Teacher created standards assessments

**Person Responsible**

Maelynn Hatfield

**Schedule**

Monthly, from 9/18/2017 to 5/18/2018

**Evidence of Completion**

Florida Standards Assessments, EOC for Alg I and Geometry in Spring 2018

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

 G097449

**G1.B1** Parent Transportation as well as their work schedules **2**

 B261968

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

 S277453

### 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 8/14/2017 to 5/29/2018

#### 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 the beginning of the 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 8/14/2017 to 5/29/2018

***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 8/14/2017 to 5/29/2018

***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 beginning of the school year.

**G2.** Although we fell short of our goal in 2017, by Spring 2018, 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

G097450

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

B261969

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

S277454

### Strategy Rationale

Focus on standards based instruction

### Action Step 1 5

PAEC will provide support for teachers to reinforce 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

Annually, from 9/18/2017 to 5/18/2018

#### 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 2017.

### 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 8/28/2017 to 5/14/2018

#### Evidence of Completion

Classroom walk thoughts and lesson plans. Reports generated through Planbook.com

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

Teachers will post a daily focus visible to student (SWBAT: Students will be able to)

**Person Responsible**

Brent Jones

**Schedule**

On 5/14/2018

***Evidence of Completion***

Monitoring the daily focus in the classroom during classroom observations

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

Standards based assessments

**Person Responsible**

Rosanne Mitchell

**Schedule**

Monthly, from 8/25/2017 to 5/18/2018

***Evidence of Completion***

English Language Arts Florida Standards Assessment Spring 2018

**G2.B1.S2** Provide support for teachers with training and resources such as CPALMS. Encouraging and monitoring collaboration among teachers. 4

 S277455

### 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

Continued 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 9/18/2017 to 5/14/2018

#### 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

Brent Jones

#### Schedule

Monthly, from 8/14/2017 to 5/14/2018

#### Evidence of Completion

Lesson Plans and formative feedback gathered through classroom walk throughs. Planbook.com will provide evidence also.

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

Standards based instruction

**Person Responsible**

Brent Jones

**Schedule**

Every 6 Weeks, from 8/14/2017 to 5/18/2018

***Evidence of Completion***

Report Card grades

**G2.B1.S3** use website Planbook.com to support standards that need to be taught. 4

 S277456

**Strategy Rationale**

Using Planbook.com, the teachers will be able to connect directly to standards and attach files and links easily.

**Action Step 1** 5

Using website, Planbook.com,, the teachers will be able to connect directly to standards and attach files and links easily.

**Person Responsible**

Brent Jones

**Schedule**

Weekly, from 9/4/2017 to 5/25/2018

***Evidence of Completion***

Mr. Jones will monitor progress through administrator access of Planbook.com.

**Plan to Monitor Fidelity of Implementation of G2.B1.S3** 6

Standards based instruction

**Person Responsible**

Brent Jones

**Schedule**

On 5/25/2018

***Evidence of Completion***

Lesson Plans and formative feedback gathered through classroom observations. Planbook.com as well as progress monitoring through the i-Ready assessment system will provide feedback.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3** 7

Standards based instruction

**Person Responsible**

Brent Jones

**Schedule**

Quarterly, from 9/18/2017 to 5/25/2018

***Evidence of Completion***

Progress monitoring reports from i-Ready as well as report card grades.

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

 B261970

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

 S277457

**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 8/25/2017 to 5/18/2018

***Evidence of Completion***

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

**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 8/25/2017 to 5/18/2018

***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)  
i-Ready comprehensive progress monitoring assessment

**Person Responsible**

Maelynn Hatfield

**Schedule**

Weekly, from 9/22/2017 to 5/18/2018

**Evidence of Completion**

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

**G2.B2.S2** Bell to bell instruction Teachers will post a daily focus in student friendly language (SABAT: Students will be able to) 4

 S277458

**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).

By providing students will the knowledge of what their learning goals are daily, students will be aware of purpose of assignments.

**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 8/14/2017 to 5/25/2018

**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 8/14/2017 to 5/25/2018

***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 8/14/2017 to 5/25/2018

***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

S277459

### 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 5/18/2018

#### 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

Biweekly, from 8/21/2017 to 5/21/2018

#### 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**

Brent Jones

**Schedule**

Monthly, from 9/15/2017 to 5/18/2018

**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**

Quarterly, from 10/20/2017 to 6/1/2018

**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 10/20/2017 to 6/1/2018

**Evidence of Completion**

Report card grades

**G3.** Although we fell short of our goal in 2017, by Spring 2018, 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

G097451

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

B261971

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

4

S277460

### Strategy Rationale

Through the use of the standards based lessons and collaborative work among the district team, mathematics proficiency levels will increase. Also, the i-Ready comprehensive assessment system.

### Action Step 1 5

Reinforce training on standards based instruction

#### Person Responsible

Maelynn Hatfield

#### Schedule

Monthly, from 8/7/2017 to 5/18/2018

#### Evidence of Completion

Monitoring through standards based assessment scores to show progress, as well as Score reports from the i-Ready comprehensive assessment system

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

i-Ready comprehensive assessment system  
Teacher created standards based assessments

#### Person Responsible

Maelynn Hatfield

#### Schedule

Weekly, from 9/11/2017 to 5/18/2018

#### Evidence of Completion

Classroom observations, i-Ready comprehensive assessment score results and results of the Florida Standards Assessments in the spring of 2018

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

i-Ready comprehensive assessment system  
Teacher created standards based assessments

**Person Responsible**

Rosanne Mitchell

**Schedule**

Monthly, from 9/4/2017 to 5/18/2018

**Evidence of Completion**

Results of the Mathematics Florida Standards Assessments in the spring of 2018

**G3.B1.S2** Using website, Planbook.com,, the teachers will be able to connect directly to standards and attach files and links easily. 4

 S277461

**Strategy Rationale**

Using Planbook.com, the teachers will be able to connect directly to standards and attach files and links easily. The web based i-Ready comprehensive assessment system will assess, as well as provide interventions.

**Action Step 1 5**

Using website, Planbook.com,, the teachers will be able to connect directly to standards and attach files and links easily.

**Person Responsible**

Brent Jones

**Schedule**

Weekly, from 9/11/2017 to 5/25/2018

**Evidence of Completion**

Mr. Jones will monitor progress through administrator access of Planbook.com.

**Plan to Monitor Fidelity of Implementation of G3.B1.S2** 6

Mr. Jones will monitor progress through administrator access of Planbook.com.

**Person Responsible**

Brent Jones

**Schedule**

Monthly, from 8/18/2017 to 5/25/2018

***Evidence of Completion***

Weekly lesson plans

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2** 7

Mr. Jones will monitor progress through administrator access of Planbook.com.

**Person Responsible**

Brent Jones

**Schedule**

Weekly, from 9/26/2017 to 5/25/2018

***Evidence of Completion***

Lesson Plans

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G2.B1.S1.MA1 M402918	Lesson plans that demonstrate standards based lessons as will as evidence in the classroom of...	Jones, Brent	8/28/2017	Classroom walk thoughts and lesson plans. Reports generated through Planbook.com	5/14/2018 monthly
G2.B1.S1.MA3 M402919	Teachers will post a daily focus visible to student (SWBAT: Students will be able to)	Jones, Brent	9/5/2017	Monitoring the daily focus in the classroom during classroom observations	5/14/2018 one-time
G2.B1.S2.MA1 M402921	Standards based instruction	Jones, Brent	8/14/2017	Lesson Plans and formative feedback gathered through classroom walk throughs. Planbook.com will provide evidence also.	5/14/2018 monthly
G2.B1.S2.A1 A373878	Continued training, which includes using resources such as the backwards design elements and CPALMS...	Hatfield, Maelynn	9/18/2017	Meeting notes, lesson plans and progress monitoring assessments	5/14/2018 monthly
G2.MA1 M402931	Teacher created standards-based assessments (other) English Language Arts Florida Standards...	Hatfield, Maelynn	9/15/2017	Classroom grades on standards based assessments i-Ready progress monitoring assessment reports English Language Arts Florida Standards Assessments outcomes in Spring 2018	5/18/2018 every-3-weeks
G3.MA1 M402936	i-Ready comprehensive assessment system as well as Teacher created standards assessments	Hatfield, Maelynn	9/18/2017	Florida Standards Assessments, EOC for Alg I and Geometry in Spring 2018	5/18/2018 monthly
G2.B1.S1.MA1 M402917	Standards based assessments	Mitchell, Rosanne	8/25/2017	English Language Arts Florida Standards Assessment Spring 2018	5/18/2018 monthly
G2.B1.S1.A1 A373877	PAEC will provide support for teachers to reinforce standards based lessons and to use resources...	Hatfield, Maelynn	9/18/2017	The evidence will be Classroom Standards Based Assessment Results as progress monitoring and English Language Arts Florida Standards Assessment in the Spring of 2017.	5/18/2018 annually
G2.B2.S1.MA1 M402924	Teacher created standards-based assessments (other) i-Ready comprehensive progress monitoring...	Hatfield, Maelynn	9/22/2017	Teachers and reading coach will monitor progress to ensure growth toward Florida Standards Assessments.	5/18/2018 weekly
G2.B2.S1.MA1 M402925	Lesson plans and observing of lessons and common board.	Mitchell, Rosanne	8/25/2017	Administrators will monitor fidelity of lesson plans and meet with teachers monthly to discuss progress and share ideas.	5/18/2018 monthly
G2.B2.S1.A1 A373880	Walk through by Administrator to observe purpose and outcome in teachers' classrooms.	Jones, Brent	8/25/2017	Teachers lesson plans, common board displayed and also classroom evidence of lessons.	5/18/2018 monthly
G3.B1.S1.MA1 M402932	i-Ready comprehensive assessment system Teacher created standards based assessments	Mitchell, Rosanne	9/4/2017	Results of the Mathematics Florida Standards Assessments in the spring of 2018	5/18/2018 monthly
G3.B1.S1.MA1 M402933	i-Ready comprehensive assessment system Teacher created standards based assessments	Hatfield, Maelynn	9/11/2017	Classroom observations, i-Ready comprehensive assessment score results and results of the Florida Standards Assessments in the spring of 2018	5/18/2018 weekly
G3.B1.S1.A1 A373884	Reinforce training on standards based instruction	Hatfield, Maelynn	8/7/2017	Monitoring through standards based assessment scores to show progress, as well as Score reports from the i-Ready comprehensive assessment system	5/18/2018 monthly
G2.B1.S2.MA1 M402920	Standards based instruction	Jones, Brent	8/14/2017	Report Card grades	5/18/2018 every-6-weeks

**Holmes - 0041 - Bethlehem High School - 2017-18 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
G2.B2.S3.MA1 M402930	formative feedback through classroom walk through	Jones, Brent	9/15/2017	Through the classroom walk through, the observer will identify engaging activities and note participation	5/18/2018 monthly
G2.B2.S3.A1 A373882	Mr. Jones will direct teachers to make two parent contacts if failing by progress report time and...	Jones, Brent	8/14/2017	Progress Reports and report card grades	5/18/2018 one-time
G2.B2.S3.A2 A373883	Teachers develop engaging learning activities that will motivate students to participate	Mitchell, Rosanne	8/21/2017	classroom walk through will provide a collection of formative data teacher feedback	5/21/2018 biweekly
G2.B2.S2.MA1 M402926	Monitor bell to bell instruction along with evidence of instructional goals with walk through.	Jones, Brent	8/14/2017	Classroom walk through report by principal.	5/25/2018 biweekly
G2.B2.S2.MA1 M402927	Monitor bell to bell instruction along with evidence of instructional goals.	Jones, Brent	8/14/2017	Administrators will monitor bell to bell instruction by doing walk throughs and checking goals.	5/25/2018 monthly
G2.B2.S2.A1 A373881	Teachers set and communicate the purpose for each lesson with students and provide bell to bell...	Jones, Brent	8/14/2017	Goals will be posted visible for students to see and lesson plans will reflect evidence of instruction.	5/25/2018 daily
G3.B1.S2.MA1 M402934	Mr. Jones will monitor progress through administrator access of Planbook.com.	Jones, Brent	9/26/2017	Lesson Plans	5/25/2018 weekly
G3.B1.S2.MA1 M402935	Mr. Jones will monitor progress through administrator access of Planbook.com.	Jones, Brent	8/18/2017	Weekly lesson plans	5/25/2018 monthly
G3.B1.S2.A1 A373885	Using website, Planbook.com., the teachers will be able to connect directly to standards and attach...	Jones, Brent	9/11/2017	Mr. Jones will monitor progress through administrator access of Planbook.com.	5/25/2018 weekly
G2.B1.S3.MA1 M402922	Standards based instruction	Jones, Brent	9/18/2017	Progress monitoring reports from i-Ready as well as report card grades.	5/25/2018 quarterly
G2.B1.S3.MA1 M402923	Standards based instruction	Jones, Brent	8/14/2017	Lesson Plans and formative feedback gathered through classroom observations. Planbook.com as well as progress monitoring through the i-Ready assessment system will provide feedback.	5/25/2018 one-time
G2.B1.S3.A1 A373879	Using website, Planbook.com., the teachers will be able to connect directly to standards and attach...	Jones, Brent	9/4/2017	Mr. Jones will monitor progress through administrator access of Planbook.com.	5/25/2018 weekly
G1.MA1 M402916	Increased participation in Parent night workshops through WINGS and participation with teachers in...	Mitchell, Rosanne	8/21/2017	Sign in Sheets as well as conference logs from teachers will provide evidence of participation.	5/29/2018 monthly
G1.B1.S1.MA1 M402914	Parent and community support of Bethlehem's learning environment will provide academic engagement...	Jones, Brent	8/14/2017	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 beginning of the school year.	5/29/2018 quarterly
G1.B1.S1.MA1 M402915	Our web site will be monitored for number of visits. The teachers will report on communication...	Hatfield, Maelynn	8/14/2017	1-web site monitoring 2-teacher reporting on communication with parents, calls, emails or by signing weekly communicator or letters home	5/29/2018 monthly
G1.B1.S1.A1 A373876	Bethlehem's Parent involvement will build strong relationships with families and communities to...	Jones, Brent	8/14/2017	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	5/29/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				and notes home. 4-Parent Surveys at the beginning of the school year will show a growth in interest of our academic outcomes.	
G2.B2.S3.MA1  M402928	Engaging learning activities will encourage student participation and success.	Jones, Brent	10/20/2017	Report card grades	6/1/2018 quarterly
G2.B2.S3.MA1  M402929	Engaging learning activities will encourage student participation and success.	Jones, Brent	10/20/2017	Report card grades	6/1/2018 monthly

## V. Professional Development Opportunities

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

**G2.** Although we fell short of our goal in 2017, by Spring 2018, 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**

PAEC will provide support for teachers to reinforce 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**

PAEC

##### **Participants**

Teachers

##### **Schedule**

Annually, from 9/18/2017 to 5/18/2018

**G2.B1.S2** Provide support for teachers with training and resources such as CPALMS. Encouraging and monitoring collaboration among teachers.

#### **PD Opportunity 1**

Continued 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**

Maelynn Hatfield

##### **Participants**

Teachers

##### **Schedule**

Monthly, from 9/18/2017 to 5/14/2018

**G2.B1.S3** use website Planbook.com to support standards that need to be taught.

**PD Opportunity 1**

Using website, Planbook.com,, the teachers will be able to connect directly to standards and attach files and links easily.

**Facilitator**

Online training, also experienced teacher will provide training person to person

**Participants**

teacher

**Schedule**

Weekly, from 9/4/2017 to 5/25/2018

**G3.** Although we fell short of our goal in 2017, by Spring 2018, 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**

Reinforce training on standards based instruction

**Facilitator**

Curriculum Coordinator and Assistant Principal

**Participants**

Math teachers

**Schedule**

Monthly, from 8/7/2017 to 5/18/2018

**G3.B1.S2** Using website, Planbook.com,, the teachers will be able to connect directly to standards and attach files and links easily.

### **PD Opportunity 1**

Using website, Planbook.com,, the teachers will be able to connect directly to standards and attach files and links easily.

#### **Facilitator**

Online training, also experienced teacher will provide training person to person

#### **Participants**

Teacher

#### **Schedule**

Weekly, from 9/11/2017 to 5/25/2018

## VI. Technical Assistance Items

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

## VII. Budget

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	PAEC will provide support for teachers to reinforce 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	Continued 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.B1.S3.A1	Using website, Planbook.com,, the teachers will be able to connect directly to standards and attach files and links easily.	\$0.00
5	G2.B2.S1.A1	Walk through by Administrator to observe purpose and outcome in teachers' classrooms.	\$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	Reinforce training on standards based instruction	\$0.00
10	G3.B1.S2.A1	Using website, Planbook.com,, the teachers will be able to connect directly to standards and attach files and links easily.	\$0.00
<b>Total:</b>			<b>\$0.00</b>