

Holmes District School Board

Bethlehem High School



2018-19 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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	Yes	91%
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	2017-18	2016-17	2015-16	2014-15
Grade	C	C	B	C*

**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 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	37
Appendix 2: Professional Development and Technical Assistance Outlines	35
Professional Development Opportunities	35
Technical Assistance Items	36
Appendix 3: Budget to Support Goals	36

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.

2018-19 DA Category and Statuses for Bethlehem High School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission at Bethlehem High School is to provide a safe and supportive school environment where students are able to become productive learners and citizens when provided effective curriculum and instruction.

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 and 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. Holmes District has hired a School Safety and Mental Health Director, Greg Sallas, to develop county wide policies and procedures as well as implement them for our school emergency situations that arise.

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. The outside doors are checked every two hours to make sure they are locked. Bethlehem has a SRO, Joey McCaskill, who is on campus at all times.

We have a zero tolerance to bullying with a open door policy for students to report any concerns. Through our guidance counselor, Sheila Bailey, "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.

Emergency drills are performed monthly so that students are familiar with evacuation procedures in all 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.

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.

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. The Holmes School District has hired a social worker to be available if the need arises. 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 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. We will continue to use the web-based i-Ready intervention program in reading and math. Students in K-10th for ELA and K-8 in Math as well as Algebra I 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	11	8	10	9	8	12	8	9	14	12	6	7	30	144
One or more suspensions	1	0	2	1	2	1	8	10	8	7	6	3	2	51
Course failure in ELA or Math	3	1	0	1	2	1	0	2	1	0	0	1	1	13
Level 1 on statewide assessment	0	0	0	7	18	16	14	13	11	8	11	5	5	108

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	3	0	2	2	6	6	6	11	7	7	6	2	7	65

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/642644>.

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. We have a the call out system, Blackboard Connect, that is used to inform parents specifically at or school of upcoming events or important information as needed. 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
Mitchell, Rosanne	Principal
Wade, Cindy	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. Mrs. Mitchell, principal, and Mrs. Wade, 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 and Mrs. Wade makes parent contact on specific discipline issues. Mrs. Wade also coordinates school activities to help ensure the school runs smoothly. Mrs. Mitchell oversees the placement of personnel to help teachers' strengths be maximized. She 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. 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 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. 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
Rosanne Mitchell	Principal
Dennis Lee	Business/Community
Mary Lemieux	Education Support Employee
Russell Bailey	Parent
Jennifer Eldridge	Parent
Eddie Paul	Parent
Melana Broaddus (Senior Class President)	Student
Michaelynn Wallace (Junior Class Preident)	Student
Beth Williams	Teacher
Clay Carroll	Teacher
Ashley Hardy	Education Support Employee
Amanda Marshall	Parent

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

"Bethlehem High School is in compliance with Florida Statute 1001.452 regarding the School Advisory Council membership. Our membership is composed of the school principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community citizens who are representative of the ethnic, racial and economic community served by the school. A majority of the members are not employed by the school district."

Parents on the school advisory council were given a working copy of the SIP. They discussed the plan during their meeting and made recommendations to changes that needed to be made.

b. Development of this school improvement plan

The advisory council plays a big part in the school improvement plan by deciding which areas of the school curriculum needs funds so as to facilitate necessary materials and or technology in order to improve those areas. The FSA scores will be used as a criteria for allocating funds to areas of weaknesses as well as school needs.

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 School Advisory Council for BHS voted to spend:

- 1- \$4,984.00 to purchase 28 computers to upgrade our Middle School Lab
- 2- \$680.00 for four heavy duty outside door mats
- 3- \$3000 to go to Julie Lassiter for elementary and middle school 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
Mitchell, Rosanne	Principal
Wade, Cindy	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 teaching 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 have planned for data groups to work together to evaluate their needs and plan for the needed instruction. 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.

BHS adheres to the Holmes District School Board Mentoring Program. The purpose of the program is provide a new teacher/new to our district teacher the tools necessary to begin a successful teaching career through building a relationship with a Mentoring Teacher during the first years of employment in our district. The program will assist new teachers/new to our district teachers with an understanding of teaching techniques, procedures, requirements, and expectations for the specific grade level or subject area assignment. The mentor will meet periodically with the new teacher/new to our district teacher throughout the first three years formally and informally to provide support and answer any questions that may arise. The program enables new teachers/new to our district teachers to assimilate into the culture of the community and school environment. It also provides professional support and guidance that will enhance teacher performance and student achievement. It further provides teacher resources and information regarding district policies and procedures. The collaboration with mentor teachers with enable personal and professional growth. Our instructional coach also 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.

Bethlehem purchases textbooks from the State Adopted textbook list. Our teachers all receive copies of their standards as mandated by the State of Florida. Our teachers work collaboratively to break down the Florida Standards and dissect their text and resources in developing their lesson plans based on student needs. 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. In the beginning of the school year, the leadership team reviews the past history of FSA, iReady past data as well as the district developed progress monitoring assessments for K-5 math. Along with the pass/fail of the FSA ELA that we received and teacher assessments to determine placement in reading and/or 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 who have consistently scored a level 1 on FSA or iReady progress monitoring (K-3) and is not passing by 1st reporting period.

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. They are also willing for students to see them before or after school for additional help.

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 post-test 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 third grade, students shift three classes during the day. These shifts during the day help to prepare them for the seven class changes that being in fifth grade. In the eighth grade, students are allowed to choose a high school math class, if appropriate, 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 extra time with our counselor 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 PSAT, Pre-College Entrance Examination, (which can be used as a comparative score for Algebra I EOC).
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 and Chipola 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. Students are recruited into programs based on their areas of interest by guidance, program/

course instructors, mentor teachers and peers.

11. The Guidance Department counsels student as appropriate regarding Dual Enrollment courses. The percentage of students participating in dual enrollment continues to increase.

12. Information is provided to parents through district app for the parents' phone, local media, school website, school Facebook page, school newsletters, the school marquee, open house, parent meetings, and various other school functions.

13. 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,

14. Teachers are encouraged to consider advancing their degrees/certifications to offer students advanced 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 courses 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 PSAT 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.

Since our school is not located in a town/city, Bethlehem High School is the central hub of this community and is very important to everyone. However, we are a very rural area and hardships as well as not having the knowledge of academic importance hinders our attendance.

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.

ELA and math grades overall has fallen, due to several factors. Standards based instruction not fully implemented, teachers not in the most appropriate positions and absences.

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 work to improve student attendance by implementing a plan that promotes student engagement and academic excellence.
- G2.** Bethlehem High School will implement a plan to improve and incorporate better safety procedures at our school as measured by the Advanced Ed Parent Survey.
- G3.** Although we fell short of our goal in 2018, by Spring 2019, Bethlehem students will fall in the 50% as compared to the same group of students in the state of Florida as demonstrated on the ELA and 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 work to improve student attendance by implementing a plan that promotes student engagement and academic excellence. 1a

G100849

Targets Supported 1b

Indicator	Annual Target
Chronic Absenteeism	16.0

Targeted Barriers to Achieving the Goal 3

- Parent Transportation as well as their work schedules
- Lack of communication with parents concerning our attendance policy may impact parents' understanding of how attendance impacts their students academic performance in school

Resources Available to Help Reduce or Eliminate the Barriers 2

- Access Parent portal on our FOCUS system to view attendance as well as grades
- Parent letters as well as phone calls home from teachers in middle and high school informing them about grades and attendance
- Parent Communicators as well as phone calls home from teachers provided in elementary school informing them about grades and attendance

Plan to Monitor Progress Toward G1. 8

Increased attendance in school, as well as improvement in grades as evidenced in FOCUS

Person Responsible

Cindy Wade

Schedule

Monthly, from 9/7/2018 to 5/17/2019

Evidence of Completion

Attendance and grade report from FOCUS

G2. Bethlehem High School will implement a plan to improve and incorporate better safety procedures at our school as measured by the Advanced Ed Parent Survey. 1a

G100850

Targets Supported 1b

Indicator	Annual Target
5Es Score: Safety	3.46

Targeted Barriers to Achieving the Goal 3

- Because we are a PreK - 12th grade school, there are many outside entrances.
- Because we are a PreK - 12th grade school, we have many different age groups to train with all emergency procedures.
- Because our buildings are spread out, it is hard to communicate between office personnel, coaches and staff.

Resources Available to Help Reduce or Eliminate the Barriers 2

- New system for checking locked doors and recording that they were locked every two hours.
- Walkies Talkie radios for all office personnel, coaches, and other staff
- All emergency drills are practiced monthly to insure that all grade level students are familiar with them.

Plan to Monitor Progress Toward G2. 8

Notes from administration as well as record sheet required by district.

Person Responsible

Rosanne Mitchell

Schedule

Monthly, from 8/10/2018 to 5/24/2019

Evidence of Completion

The observation of the drills, timed record sheets

G3. Although we fell short of our goal in 2018, by Spring 2019, Bethlehem students will fall in the 50% as compared to the same group of students in the state of Florida as demonstrated on the ELA and the Mathematics portion of the Florida Standards Assessment. 1a

G100851

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	50.0
FSA ELA Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Insufficient standards based instruction
- Not utilizing teaching staff in the most appropriate positions
- Scheduling of students

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
- Teachers
- Flexibility with scheduling

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 8/27/2018 to 5/24/2019

Evidence of Completion

Florida Standards Assessments, EOC for Alg I and Geometry in Spring 2019

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 improve student attendance by implementing a plan that promotes student engagement and academic excellence. **1**

 G100849

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

 B271978

G1.B1.S1 Teachers use parent communicators in elementary and letters home in middle and high school as well as phone calls. The school web site and Facebook page provides information for parents. FOCUS parent portal allows parents to stay up to date with grades and attendance. **4**

 S287972

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Rosanne Mitchell

Schedule

Monthly, from 8/10/2018 to 5/24/2019

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-Attendance reports through our FOCUS system will show increase in daily attendance.

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.
FOCUS system to monitor daily attendance of students K-12.

Person Responsible

Cindy Wade

Schedule

Monthly, from 8/10/2018 to 5/24/2019

Evidence of Completion

1-web site monitoring 2-teacher reporting on communication with parents, calls, emails or by signing weekly communicator or letters home 3-Daily attendance reports from our FOCUS system.

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

Parent and community support of Bethlehem's learning environment will provide improved attendance as well as academic engagement .

Person Responsible

Cindy Wade

Schedule

Quarterly, from 8/10/2018 to 5/24/2019

Evidence of Completion

1-FOCUS daily attendance reports along with grades 2-Increased participation in school functions as well as parent teacher conferences, school wide parent meetings and workshops. 3-School Advisory Council feedback from the community of the effectiveness of our learning community.

G1.B1.S2 Bethlehem Paws Club has been developed to provide rewards for both the students and the teacher. It is comprised of community support. 4

 S287973

Strategy Rationale

By providing positive rewards for attendance and grades our overall attendance and achievement percentage will improve.

Action Step 1 5

Bethlehem Paws Club will provide financial support to our school for positive incentives.

Person Responsible

Rosanne Mitchell

Schedule

Monthly, from 8/10/2018 to 5/24/2019

Evidence of Completion

FOCUS reports of increase in attendance as well academic improvement.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Check FOCUS attendance

Person Responsible

Cindy Wade

Schedule

Weekly, from 8/17/2018 to 5/17/2019

Evidence of Completion

Weekly FOCUS attendance data will be collected and decisions will be made on privileges or consequences for students.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

After privileges have been lost due to attendance, further data from FOCUS will be collected to see if it has made an impact on a students' attendance or if stronger consequences need to be taken.

Person Responsible

Cindy Wade

Schedule

Weekly, from 8/17/2018 to 5/17/2019

Evidence of Completion

FOCUS attendance data

G1.B2 Lack of communication with parents concerning our attendance policy may impact parents' understanding of how attendance impacts their students academic performance in school 2

 B271979

G1.B2.S1 Communicate more effectively with parents through the use of Blackboard Connect (call out system), parent portal in FOCUS, our school web site as well as direct teacher/administration contact with parents. 4

 S287974

Strategy Rationale

Through effective communication parents will gain insight on the importance of attendance and how it relates to higher student achievement.

Action Step 1 5

School will have direct communication with parents to regarding the importance of attendance and student achievement.

Person Responsible

Cindy Wade

Schedule

Monthly, from 9/6/2018 to 5/17/2019

Evidence of Completion

Attendance and grades in our FOCUS data system.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Though reports generated monthly from our FOCUS system.

Person Responsible

Cindy Wade

Schedule

Monthly, from 9/7/2018 to 5/17/2019

Evidence of Completion

Reports generated through FOCUS.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

The reports generated through FOCUS will decrease monthly with attendance problems and grades will increase.

Person Responsible

Cindy Wade

Schedule

Monthly, from 9/7/2018 to 5/17/2019

Evidence of Completion

FOCUS report on attendance and failing grades.

G2. Bethlehem High School will implement a plan to improve and incorporate better safety procedures at our school as measured by the Advanced Ed Parent Survey. 1

G100850

G2.B1 Because we are a PreK - 12th grade school, there are many outside entrances. 2

B271980

G2.B1.S1 All outside doors are locked and administration personnel are checking them every two hours and noting on a check list. 4

S287975

Strategy Rationale

If it is kept in an organized manner, it is less likely for a door to be left unlocked.

Action Step 1 5

Check and record every two hours that outside doors are locked.

Person Responsible

Rosanne Mitchell

Schedule

Daily, from 8/10/2018 to 5/24/2019

Evidence of Completion

Signed checklist that are located at each outside entrance.

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

Check the check list by each outside door daily to make sure that every 2 hour interval was noted.

Person Responsible

Rosanne Mitchell

Schedule

Daily, from 8/10/2018 to 5/24/2019

Evidence of Completion

Daily check list by each outside door.

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

By evaluating the record sheets it can be noted how many times each outside door was checked or if any was left unlocked.

Person Responsible

Rosanne Mitchell

Schedule

Weekly, from 8/10/2018 to 5/24/2019

Evidence of Completion

Record sheets

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

By evaluating the record sheets it can be noted how many times each outside door was checked or if any was left unlocked.

Person Responsible

Rosanne Mitchell

Schedule

Weekly, from 8/10/2018 to 5/24/2019

Evidence of Completion

Record sheets

G2.B2 Because we are a PreK - 12th grade school, we have many different age groups to train with all emergency procedures. **2**

 B271981

G2.B2.S1 Practice every different type of emergency drill monthly to avoid chaos should a real emergency arise, **4**

 S287976

Strategy Rationale

A practiced behavior becomes habit. The more it is practiced, the less likely to cause confusion in a real emergency.

Action Step 1 **5**

The students will practice emergency drills.

Person Responsible

Rosanne Mitchell

Schedule

Monthly, from 8/10/2018 to 5/24/2019

Evidence of Completion

Record sheet of drills and dates that is required by district office.

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

Record sheets of monthly drills.

Person Responsible

Rosanne Mitchell

Schedule

Monthly, from 8/10/2018 to 5/24/2019

Evidence of Completion

The monthly record sheets of drills.

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

Record sheets of monthly drills.

Person Responsible

Rosanne Mitchell

Schedule

Monthly, from 8/10/2018 to 5/24/2019

Evidence of Completion

The monthly record sheets of drills.

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

Administration will time the drills or note how long the transition into the drill takes to see if improvement has occurred.

Person Responsible

Rosanne Mitchell

Schedule

Monthly, from 8/10/2018 to 5/24/2019

Evidence of Completion

Notes taken by administration as well as the record sheets required by district.

G3. Although we fell short of our goal in 2018, by Spring 2019, Bethlehem students will fall in the 50% as compared to the same group of students in the state of Florida as demonstrated on the ELA and the Mathematics portion of the Florida Standards Assessment. 1

G100851

G3.B1 Insufficient standards based instruction 2

B271983

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

4

S287977

Strategy Rationale

Through the use of the standards based lessons and collaborative work with other teachers the standards are more understandable for both teachers and students.

Action Step 1 5

Reinforce training on standards based instruction

Person Responsible

Maelynn Hatfield

Schedule

Monthly, from 8/10/2018 to 5/24/2019

Evidence of Completion

Monitoring through standards based assessment scores to show progress, as well as Score reports from the i-Ready comprehensive assessment system. ELA and Math teachers meet to look at data and plan for instruction in the classroom based on standards needed.

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 8/27/2018 to 5/24/2019

Evidence of Completion

Classroom observations, i-Ready comprehensive assessment score results and results of the Florida Standards Assessments in the Spring of 2019

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 8/27/2018 to 5/24/2019

Evidence of Completion

Results of the Mathematics Florida Standards Assessments in the Spring of 2019

G3.B2 Not utilizing teaching staff in the most appropriate positions 2

 B271984

G3.B2.S1 Based on past data teachers will be reassigned to optimize a more effective outcome for students' academic needs. 4

 S287978

Strategy Rationale

By utilizing teachers strengths, students will benefit academically.

Action Step 1 5

Teachers will be reassigned based on their past academic teaching strengths.

Person Responsible

Rosanne Mitchell

Schedule

On 5/24/2019

Evidence of Completion

FSA ELA, math and EOC data as well as iReady assessments in K-3.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

The progress monitoring assessments result as well as principal and assistant principal observations will be conducted throughout the year.

Person Responsible

Rosanne Mitchell

Schedule

Monthly, from 8/10/2018 to 5/24/2019

Evidence of Completion

Progress monitoring assessment scores as well as observation documentation.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Based on assessments and observations, corrective feedback will be given as needed.

Person Responsible

Rosanne Mitchell

Schedule

Quarterly, from 8/10/2018 to 5/24/2019

Evidence of Completion

Assessments scores and the observation rubric.

V. Professional Development Opportunities

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

G3. Although we fell short of our goal in 2018, by Spring 2019, Bethlehem students will fall in the 50% as compared to the same group of students in the state of Florida as demonstrated on the ELA and 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 standards for understanding.

PD Opportunity 1

Reinforce training on standards based instruction

Facilitator

Curriculum Coordinator

Participants

Math and ELA teachers

Schedule

Monthly, from 8/10/2018 to 5/24/2019

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, attendance and build academic engagement with the school.				\$0.00
2	G1.B1.S2.A1	Bethlehem Paws Club will provide financial support to our school for positive incentives.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0041 - Bethlehem High School	General Fund		\$1,500.00
			<i>Notes: Donations from parents and community throughout the year will provide positive incentives for our school.</i>			
3	G1.B2.S1.A1	School will have direct communication with parents to regarding the importance of attendance and student achievement.				\$0.00
4	G2.B1.S1.A1	Check and record every two hours that outside doors are locked.				\$0.00
5	G2.B2.S1.A1	The students will practice emergency drills.				\$0.00
6	G3.B1.S1.A1	Reinforce training on standards based instruction				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0041 - Bethlehem High School	Title, I Part A		\$1,500.00
			<i>Notes: Substitute Teachers for planning days</i>			
7	G3.B2.S1.A1	Teachers will be reassigned based on their past academic teaching strengths.				\$0.00
					Total:	\$3,000.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.MA1 M427252	Increased attendance in school, as well as improvement in grades as evidenced in FOCUS	Wade, Cindy	9/7/2018	Attendance and grade report from FOCUS	5/17/2019 monthly
G1.B2.S1.MA1 M427250	The reports generated through FOCUS will decrease monthly with attendance problems and grades will...	Wade, Cindy	9/7/2018	FOCUS report on attendance and failing grades.	5/17/2019 monthly
G1.B2.S1.MA1 M427251	Though reports generated monthly from our FOCUS system.	Wade, Cindy	9/7/2018	Reports generated through FOCUS.	5/17/2019 monthly
G1.B2.S1.A1 A390637	School will have direct communication with parents to regarding the importance of attendance and...	Wade, Cindy	9/6/2018	Attendance and grades in our FOCUS data system.	5/17/2019 monthly
G1.B1.S2.MA1 M427248	After privileges have been lost due to attendance, further data from FOCUS will be collected to see...	Wade, Cindy	8/17/2018	FOCUS attendance data	5/17/2019 weekly
G1.B1.S2.MA1 M427249	Check FOCUS attendance	Wade, Cindy	8/17/2018	Weekly FOCUS attendance data will be collected and decisions will be made on privileges or consequences for students.	5/17/2019 weekly
G2.MA1 M427259	Notes from administration as well as record sheet required by district.	Mitchell, Rosanne	8/10/2018	The observation of the drills, timed record sheets	5/24/2019 monthly
G3.MA1 M427264	i-Ready comprehensive assessment system as well as Teacher created standards assessments	Hatfield, Maelynn	8/27/2018	Florida Standards Assessments, EOC for Alg I and Geometry in Spring 2019	5/24/2019 monthly
G1.B1.S1.MA1 M427246	Parent and community support of Bethlehem's learning environment will provide improved attendance...	Wade, Cindy	8/10/2018	1-FOCUS daily attendance reports along with grades 2-Increased participation in school functions as well as parent teacher conferences, school wide parent meetings and workshops. 3-School Advisory Council feedback from the community of the effectiveness of our learning community.	5/24/2019 quarterly
G1.B1.S1.MA1 M427247	Our web site will be monitored for number of visits. The teachers will report on communication...	Wade, Cindy	8/10/2018	1-web site monitoring 2-teacher reporting on communication with parents, calls, emails or by signing weekly communicator or letters home 3-Daily attendance reports from our FOCUS system.	5/24/2019 monthly
G1.B1.S1.A1 A390635	Bethlehem's Parent involvement will build strong relationships with families and communities to...	Mitchell, Rosanne	8/10/2018	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-Attendance reports through our FOCUS system will show increase in daily attendance.	5/24/2019 monthly
G2.B1.S1.MA1 M427253	By evaluating the record sheets it can be noted how many times each outside door was checked or if...	Mitchell, Rosanne	8/10/2018	Record sheets	5/24/2019 weekly
G2.B1.S1.MA1 M427254	By evaluating the record sheets it can be noted how many times each outside door was checked or if...	Mitchell, Rosanne	8/10/2018	Record sheets	5/24/2019 weekly
G2.B1.S1.MA1 M427255	Check the check list by each outside door daily to make sure that every 2 hour interval was noted.	Mitchell, Rosanne	8/10/2018	Daily check list by each outside door.	5/24/2019 daily

Holmes - 0041 - Bethlehem High School - 2018-19 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.B1.S1.A1 A390638	Check and record every two hours that outside doors are locked.	Mitchell, Rosanne	8/10/2018	Signed checklist that are located at each outside entrance.	5/24/2019 daily
G2.B2.S1.MA1 M427256	Administration will time the drills or note how long the transition into the drill takes to see if...	Mitchell, Rosanne	8/10/2018	Notes taken by administration as well as the record sheets required by district.	5/24/2019 monthly
G2.B2.S1.MA1 M427257	Record sheets of monthly drills.	Mitchell, Rosanne	8/10/2018	The monthly record sheets of drills.	5/24/2019 monthly
G2.B2.S1.MA1 M427258	Record sheets of monthly drills.	Mitchell, Rosanne	8/10/2018	The monthly record sheets of drills.	5/24/2019 monthly
G2.B2.S1.A1 A390639	The students will practice emergency drills.	Mitchell, Rosanne	8/10/2018	Record sheet of drills and dates that is required by district office.	5/24/2019 monthly
G3.B1.S1.MA1 M427260	i-Ready comprehensive assessment system Teacher created standards based assessments	Mitchell, Rosanne	8/27/2018	Results of the Mathematics Florida Standards Assessments in the Spring of 2019	5/24/2019 monthly
G3.B1.S1.MA1 M427261	i-Ready comprehensive assessment system Teacher created standards based assessments	Hatfield, Maelynn	8/27/2018	Classroom observations, i-Ready comprehensive assessment score results and results of the Florida Standards Assessments in the Spring of 2019	5/24/2019 weekly
G3.B1.S1.A1 A390640	Reinforce training on standards based instruction	Hatfield, Maelynn	8/10/2018	Monitoring through standards based assessment scores to show progress, as well as Score reports from the i-Ready comprehensive assessment system. ELA and Math teachers meet to look at data and plan for instruction in the classroom based on standards needed.	5/24/2019 monthly
G3.B2.S1.MA1 M427262	Based on assessments and observations, corrective feedback will be given as needed.	Mitchell, Rosanne	8/10/2018	Assessments scores and the observation rubric.	5/24/2019 quarterly
G3.B2.S1.MA1 M427263	The progress monitoring assessments result as well as principal and assistant principal...	Mitchell, Rosanne	8/10/2018	Progress monitoring assessment scores as well as observation documentation.	5/24/2019 monthly
G3.B2.S1.A1 A390641	Teachers will be reassigned based on their past academic teaching strengths.	Mitchell, Rosanne	8/1/2018	FSA ELA, math and EOC data as well as iREady assessments in K-3.	5/24/2019 one-time
G1.B1.S2.A1 A390636	Bethlehem Paws Club will provide financial support to our school for positive incentives.	Mitchell, Rosanne	8/10/2018	FOCUS reports of increase in attendance as well academic improvement.	5/24/2019 monthly