

Holmes District School Board

# Bethlehem High School



## 2021-22 Schoolwide Improvement Plan

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# Bethlehem High School

2767 HIGHWAY 160, Bonifay, FL 32425

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

## Demographics

**Principal: Roddney Jones**

Start Date for this Principal: 9/10/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	84%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (52%) 2017-18: C (51%) 2016-17: C (52%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan was approved by the Holmes County School Board on 10/12/2021.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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. 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.

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# Bethlehem High School

2767 HIGHWAY 160, Bonifay, FL 32425

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

## School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	Yes	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	4%

## School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

## School Board Approval

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## SIP Authority

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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>.

## 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. 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: School Information

### School Mission and Vision

#### **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.

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

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

### School Leadership Team

#### **Membership**

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

Name	Position Title	Job Duties and Responsibilities
Jones, Rodd	Principal	Dr. Tate is to lead teachers and staff, set goals and ensure students meet their learning objectives. Overseeing the school's day-to-day operations including discipline matters, budgeting/finances, hiring instructional/non-instructional staff, and other personnel matters. She is the head of the school leadership team, the literacy leadership team and the threat assessment team.
Mitchell, Rosanne	Instructional Coach	Ms. Mitchell is the curriculum and assessment coordinator who assists teachers to develop their skills in the classroom. She organizes and plans progress monitoring and state assessments for grades PK-12. Other responsibilities include involvement with the school leadership team, the literacy team, and the threat assessment team.
Bailey, Sheila	School Counselor	Mrs. Bailey's job is to assist and advise students about academic and personal decisions. She provides private counseling to students, assess the ability and potential in students, and coordinates with fellow professionals on student matters. Other responsibilities include being a member of the school leadership team, the literacy leadership team, and the threat assessment team.
Thompson, Stacey	Assistant Principal	Mr. Thompson is responsible for much of the disciplinary issues that includes enforcing the attendance policy. Meeting with parents to discuss student behavior and learning issues. Assists the principal with any duties deemed necessary. Coordinates transportation for students.

### Demographic Information

#### Principal start date

Friday 9/10/2021, Roddneey Jones

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Total number of teacher positions allocated to the school**

31

**Total number of students enrolled at the school**

425

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

5

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

## Demographic Data

### Early Warning Systems

#### 2021-22

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	48	39	32	22	29	25	34	27	40	28	32	30	24	410	
Attendance below 90 percent	19	7	11	7	6	7	7	19	12	11	9	6	8	129	
One or more suspensions	0	0	0	0	0	1	0	0	1	0	0	0	0	2	
Course failure in ELA	0	1	0	0	0	0	0	0	1	1	1	0	0	4	
Course failure in Math	0	1	0	0	0	1	0	0	0	0	1	1	0	4	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	2	8	7	8	14	5	8	9	3	68	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	4	4	14	5	13	14	12	12	6	1	85	
Number of students with a substantial reading deficiency	0	0	0	5	12	17	12	15	19	14	14	21	7	136	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	1	0	2	0	5	2	9	7	5	3	3	1	38

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	9	3	2	4	0	0	0	0	0	1	1	0	0	20	
Students retained two or more times	0	1	0	2	0	0	0	0	0	1	0	0	0	4	

Date this data was collected or last updated

Monday 9/13/2021

#### 2020-21 - As Reported

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	
Number of students enrolled	37	25	16	25	18	29	27	33	21	29	32	26	27	345
Attendance below 90 percent	10	3	2	9	5	11	7	6	12	5	3	3	3	79
One or more suspensions	0	0	0	0	0	0	0	0	1	1	0	0	0	2
Course failure in ELA	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	4	9	7	10	7	6	2	2	47
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	10	13	9	8	9	8	1	0	58

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	6	11	6	9	7	6	1	0	46

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	2	0	0	0	0	0	0	0	2	1	0	0	7
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

**2020-21 - Updated**

**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	
Number of students enrolled	37	25	16	25	18	29	27	33	21	29	32	26	27	345
Attendance below 90 percent	10	3	2	9	5	11	7	6	12	5	3	3	3	79
One or more suspensions	0	0	0	0	0	0	0	0	1	1	0	0	0	2
Course failure in ELA	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	4	9	7	10	7	6	2	2	47
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	10	13	9	8	9	8	1	0	58

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	6	11	6	9	7	6	1	0	46

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	2	0	0	0	0	0	0	0	2	1	0	0	7
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

**Part II: Needs Assessment/Analysis****School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				49%	53%	61%	49%	51%	60%
ELA Learning Gains				51%	53%	59%	47%	51%	57%
ELA Lowest 25th Percentile				46%	43%	54%	43%	43%	52%
Math Achievement				41%	53%	62%	47%	51%	61%
Math Learning Gains				47%	57%	59%	44%	50%	58%
Math Lowest 25th Percentile				38%	47%	52%	35%	44%	52%
Science Achievement				45%	52%	56%	42%	50%	57%
Social Studies Achievement				76%	72%	78%	64%	71%	77%

**Grade Level Data Review - State Assessments**

**NOTE:** This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	54%	59%	-5%	58%	-4%
Cohort Comparison						
04	2021					
	2019	49%	55%	-6%	58%	-9%
Cohort Comparison		-54%				
05	2021					
	2019	35%	52%	-17%	56%	-21%
Cohort Comparison		-49%				
06	2021					
	2019	36%	48%	-12%	54%	-18%
Cohort Comparison		-35%				
07	2021					
	2019	57%	51%	6%	52%	5%
Cohort Comparison		-36%				
08	2021					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	38%	48%	-10%	56%	-18%
Cohort Comparison		-57%				
09	2021					
	2019	61%	54%	7%	55%	6%
Cohort Comparison		-38%				
10	2021					
	2019	64%	47%	17%	53%	11%
Cohort Comparison		-61%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	38%	47%	-9%	62%	-24%
Cohort Comparison						
04	2021					
	2019	46%	60%	-14%	64%	-18%
Cohort Comparison		-38%				
05	2021					
	2019	38%	50%	-12%	60%	-22%
Cohort Comparison		-46%				
06	2021					
	2019	32%	52%	-20%	55%	-23%
Cohort Comparison		-38%				
07	2021					
	2019	49%	61%	-12%	54%	-5%
Cohort Comparison		-32%				
08	2021					
	2019	11%	35%	-24%	46%	-35%
Cohort Comparison		-49%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	34%	48%	-14%	53%	-19%
Cohort Comparison						
08	2021					
	2019	30%	41%	-11%	48%	-18%
Cohort Comparison		-34%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	73%	63%	10%	67%	6%
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	80%	73%	7%	71%	9%
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	70%	57%	13%	70%	0%
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	44%	46%	-2%	61%	-17%
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	48%	32%	16%	57%	-9%

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

K-5---iReady Progress Monitoring Tool (ELA & Math)

6-12---Edmentum Exact Path Progress Monitoring Tool (ELA, Math, Algebra I, Geometry,)

5, 8, & Biology---District created assessment

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			



Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

## Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	20	27	27	21	38	20	21				
WHT	40	43	26	32	41	31	26	57		97	48
FRL	36	43	36	21	39	45	21	42			

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	18	30	31	14	42	47					
WHT	48	51	47	40	46	38	45	75	53	83	50
FRL	45	51	45	33	41	32	39	76		90	28
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	19	38	33	16	38	29	10				
WHT	48	47	44	47	45	35	41	64	50	72	71
FRL	43	47	39	42	41	41	33	57		70	64

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	442
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	44
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

Attendance is an issue across all grade levels, subgroups and content areas, those students with attendance issues are not scoring on or above grade level on state assessments. Students with disabilities are also struggling to be successful according to state assessment data.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based off progress monitoring and state assessments vocabulary stands out as a component that is of great need. Integration of Knowledge and Ideas is also an area in need of improvement according to state assessments for 2019.

According to math results ratio and proportional relationships, and statistics & probability and the number system is definitely an area in need of improvement based on the 2019 state math assessments.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The lack of attendance by some students and teacher turnover in some classes may be a part of the contributing factor to the areas of concern that were demonstrated in the results of the state assessments and progress monitoring. Increase attendance as much as possible by integrating a better attendance policies/procedures and hire highly qualified teachers. In addition to that, provide professional development in the areas mentioned above and keep track of student achievement through progress monitoring.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The one area that has shown some improvement is text based writing.

#### What were the contributing factors to this improvement? What new actions did your school take in this area?

Of course the improvement is more significant in certain grade levels, however, we believe hiring a highly qualified middle school ELA teacher has helped tremendously. Along with that, the fact that writing is the focus on the state assessment for all grade levels and not just a few has made a significant difference as well.

American History had the most significant growth overall. One attributing factor to that success is the teacher is excellent at pushing students to think for themselves through rich classroom conversations.

#### What strategies will need to be implemented in order to accelerate learning?

Instruction time will be valued, more structured, and uninterrupted. The principal will put schedules in place that provides time for small group instruction in order to meet the needs of all students, including those that are struggling and those that are excelling. Accelerated Reader and Star will be used in grades 1-5 as a supplemental tool to encourage reading. Study Island will be used with grades 5-12. Resources through iReady will be used in grades K-5. With all these things in place teachers will be able to better differentiate instruction to meet the needs of all learners.



**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

ELA teachers will continually have professional development throughout the year with the new ELA program that was adopted this year. This program aligns to Florida's BEST standards, so with this professional development the teachers will become more familiar with these standards. We are also using Edmentum Exact Path for progress monitoring, along with Study Island for middle and high school students. With this teachers will be provided professional development that will help them hone in on students and the specific skills they need to work on.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Our principal, Dr. Tate, will be incorporating Professional Learning Communities in order for the teachers to focus on their own learning and growth, to work collaboratively with one another, and to learn to hold oneself accountable for results.

### **Part III: Planning for Improvement**

#### **Areas of Focus:**

**#1. Culture & Environment specifically relating to Student Attendance**

<b>Area of Focus Description and Rationale:</b>	While we understand that Covid is a factor that played a huge role in the area of attendance last year, we believe we cannot ignore this area because it has and continues to affect our students and their achievement. The EWS and our FOCUS data system shows specifically that a large number of our students missed over 40 days of school and that is extremely significant when it comes to their education.
<b>Measurable Outcome:</b>	<p>We will encourage students to be at school on time, stay at school when they are here, and not to miss school unless absolutely necessary through incentives, along with closely monitored attendance checks.</p> <p>By doing this we will decrease the number of days missed by students who missed 10 or more days during the 2020-2021 school year by 25%.</p>
<b>Monitoring:</b>	Attendance will be monitored using our FOCUS system by each 9 weeks. During that time letters will be sent home to parents of students who are at-risk of being truant according to Florida State Law and Holmes District School Board. In addition, someone will be in charge of monitoring attendance on a weekly basis to ensure students are at school and if not parents will be contacted.
<b>Person responsible for monitoring outcome:</b>	Rodd Jones (rodd.jones@hdsb.org)
<b>Evidence-based Strategy:</b>	Research shows the importance of parents/guardians being in charge and informed of their child's attendance; it allows them to take ownership and encourages them to make it a priority.
<b>Rationale for Evidence-based Strategy:</b>	Research articles from Attendance Works found that when parents/guardians are more informed about their child's attendance and why it is so important they begin to see the value in it and therefore they make it a priority to send their child to school on a more regular basis.

**Action Steps to Implement**

- \*Provide the new attendance policy to the students and parents.
- \*Posts attendance information to the school's website and social media pages.
- \*Contact parents upon student's absence.
- \*Send letters home when student's are at-risk of being truant.
- \*Follow-through with truancy policies.

**Person Responsible** Rodd Jones (rodd.jones@hdsb.org)

**#2. Instructional Practice specifically relating to Differentiation**

<b>Area of Focus Description and Rationale:</b>	Students' FSA and EOC scores declined overall in many of the areas and therefore we believe that we need to focus on differentiation in order to meet their needs. There are specific areas such as vocabulary, however, those areas will be covered through differentiation.
<b>Measurable Outcome:</b>	Improvement in state FSA scores: ELA achievement scores will increase by 10% overall. Math achievement scores will increase by 10% overall.
<b>Monitoring:</b>	ELA and Math will both be monitored through progress monitoring using iReady in grades K-5th and Edmentum Exact Path in grades 6th-10th.
<b>Person responsible for monitoring outcome:</b>	Rodd Jones (rodd.jones@hdsb.org)
<b>Evidence-based Strategy:</b>	Teachers will implement small group instruction by pulling group based on ability level and level of need for the specific skill and/or standard being taught.
<b>Rationale for Evidence-based Strategy:</b>	Differentiated Instruction is matching instruction to meet the needs of individual learners. The teacher forms small, flexible teacher-led instructional groups based on student data and observations. The teacher groups students with similar instructional needs, limiting the size of the group based on the intensity of instruction needed. (FCRR--Empowering Teachers) <a href="https://fcrr.org/sites/g/files/upcbnu2836/files/media/projects/empowering-teachers/diff/diff.html">https://fcrr.org/sites/g/files/upcbnu2836/files/media/projects/empowering-teachers/diff/diff.html</a>

**Action Steps to Implement**

- \*Scheduling of time for small group instruction.
- \*Uninterrupted reading and math time.
- \*Schedule and materials for implementation.
- \*Monitored by principal.
- \*Ongoing progress monitoring.

**Person Responsible** Rodd Jones (rodd.jones@hdsb.org)

**#3. Instructional Practice specifically relating to ELA**

<b>Area of Focus Description and Rationale:</b>	<p>Reading and writing is a critical aspect of a student's education and is used across all subject areas, as well as in everyday settings. To be career and college ready by the time a student graduates high school they need specific reading and writing skills taught throughout different grade levels and courses. Currently the following FSA ELA scores indicate that we do not have over 50 percent of our students at or above grade level in grades 3-5.</p> <p>*Grade 3 has 58% of students scoring at a level 1 or 2, with 23% level 1 and 35% level 2</p> <p>*Grade 4 has 56% of students scoring at a level 1 or 2, with 39% level 1 and 17% level 2</p> <p>*Grade 5 has 53% of students scoring at a level 1 or 2, with 21% level 1 and 32% level 2</p> <p>With our students in these grade levels having over 50% score at a level 1 or 2 we have been identified by the state.</p>
<b>Measurable Outcome:</b>	<p>Students in grades 3-5 will decrease the amount of students scoring at a level 1 and 2 by 10%, which will also increase the number of our students scoring at grade level (scoring a level 3 or higher).</p> <p>More specifically, we would like to set goals for individually students to increase either a level if they are a 1 or 2, and/or a learning gain. While we do not want to leave out our students that scored a level 3, 4, or 5, we will set goals with those students as well to increase a level and/or increase their scale score.</p>
<b>Monitoring:</b>	<p>The area of focus will be monitored by using iReady progress monitoring at the beginning, middle and end of the school year. It will also be monitored through classroom assessments using the Wonders Unit Assessments. The students who are identified during the initial iReady progress monitoring window will be placed in Tier 2 instruction and possibly move to Tier 3 instruction. During this small group instruction time they will be monitored closely through the instructional curriculum.</p> <p>*STAR Reading</p>
<b>Person responsible for monitoring outcome:</b>	<p>Rodd Jones (rodd.jones@hdsb.org)</p>
<b>Evidence-based Strategy:</b>	<p>*Identify the areas of need first---which we feel would be phonics and vocabulary by looking at FSA scores and some initial iReady scores, however, once all the iReady scores are complete we will look at them more indepthly.</p> <p>*Implement the Wonders reading program.</p> <p>*Designate a time for Tier 2 and Tier 3 instruction.</p> <p>*Use Sound Partners for K-2.</p> <p>*iReady online instructional tool.</p> <p>*STAR Reading &amp; AR Reading</p>
<b>Rationale for Evidence-based Strategy:</b>	<p>The strategies that we will be using are research based strategies/programs and are recommended/approved by Just Read Florida and the National Center on Intensive Intervention.</p> <p>We are using these strategies and programs due to our need across the grade levels, as well as across all ability groups. The need for phonics instruction and vocabulary instruction is a must, however, we must continue to focus on all areas of concern, that include complex texts as well.</p>

**Action Steps to Implement**

Due to being identified as a school needing additional support we have been assigned Paula Ellis, State Regional Literacy Director or our area. Ms. Ellis has already met with our literacy team and initiated plans for success at our school.

\*Using the Wonders program teachers will give explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback.

\*The teacher will use strategies for decoding multisyllabic words that include morphology and information about the meaning, pronunciation, and parts of speech of words gained from knowledge of prefixes, roots, and suffixes.

\*In order to increase literacy skills across all grade levels, the teacher will use grade level, complex texts through read-alouds, close and careful reading, choral reading, incorporating intentional questioning and answering. Students will read complex texts on a daily basis across the disciplines.

**Person Responsible** Rodd Jones (rodd.jones@hdsb.org)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Comparably Bethlehem has a low rate of severe discipline issues, although we do recognize we have a few students with issues that need monitoring on a regular basis. We do that in a couple of ways. One way is we have a monthly threat assessment team meeting in which we discuss students who have an active threat assessment document of any kind, but we also discuss students who may be on the radar by what students and/or teachers may have told us. Another way is every student in our school has a "Go-To Person", which means the student has chosen an adult at the school they feel comfortable going to if they need anything. That can be as minor as they are having a bad day or just need help with something to a more severe concern as thoughts of harming themselves. This has proven to be extremely beneficial over the last couple of years and has been a great resource for all students. This has created a safe environment for students to know they have someone they can go to in any situation. Along with this, we have a check-in system every Wednesday. They all have temperature checks (a booklet) where they privately write where they rank on an emotional thermometer. The level they select determines if they need to see their "Go-To Person", an immediate person (guidance counselor & administrator), or no one at all. This system has also proven to be extremely beneficial to our students and has improved the culture at Bethlehem.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

### Describe how the school addresses building a positive school culture and environment.

Bethlehem has an Open House before students begin to familiarize the parents and students with their teachers for the year, as well as any changes we may have. We also have a family night later in the year where there are presentations and information provided for parents and students. Our after-school WINGS program provides parent tips and strategies for families to help their child. Bethlehem offers many extracurricular activities that the students can choose which to participate in based on interest. We offer a variety of clubs, sports and electives in the curriculum to support the many facets of our students' interests. Elementary classes offer Dr. Seuss Week in which different guests come in to read and share stories with elementary about various places, people, and cultures. Middle and high school teacher 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's School Safety and Mental Health Director, Greg Sallas, has developed district wide policies and procedures as well as implement them for our school emergency situations as they arise. The district has also added three social workers to aide our schools with any mental health issues that students may display. The Bethlehem Advisory Council is made up of community leaders, business leaders, students, parents, faculty, and staff that all come together for the betterment of our school. This council discusses things that would be beneficial to our school and students that would improve the culture.

### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Bethlehem has a plethora of stakeholders involved at our school to make it the best it can be for our community and students.

- \*Students
- \*Parents
- \*Teachers
- \*Bethlehem Booster Club
- \*Community Leaders
- \*Local Churches
- \*Local Businesses
- \*Holmes District Schools Directors & Administrators
- \*Mr. Buddy Brown, Superintendent
- \*Holmes District School Board Members
- \*Chipola State College

\*Gulf Coast State College

\*Holmes Washington Vocational School

\*Embry Riddle Aeronautical University

These stakeholders sometimes work together on things, but also work on their own for certain projects, but regardless they all play a significant part in our school and improving the culture and environment. From the support of the parents and how they assist in almost everything we do to the state colleges who help provide our students a higher education while attending school on our campus. These stakeholders are a vital part of the day-to-day running of our school.

## Part V: Budget

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00