

Holmes District School Board

Bethlehem High School



2023-24

Schoolwide Improvement Plan (SIP)

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Bethlehem High School

2767 HIGHWAY 160, Bonifay, FL 32425

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

School Board Approval

This plan was approved by the Holmes County School Board on 9/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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 develop students 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 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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Jones, Rodd	Principal	The principal is to lead teachers and staff and ensure students meet their learning objectives. Mr. Jones oversees the school's day-to-day operations including discipline matters, budgeting/finances, hiring instructional/non instructional staff and other personnel matters. Mr. Jones is responsible for school discipline. The principal is the head of the school's leadership team, the literacy team, and the threat assessment team.
Rich, Heather	Assistant Principal	The assistant principal assists the principal with any duties deemed necessary. Mrs. Rich helps Mr. Jones with disciplinary issues, including enforcing the attendance policy. Mrs. Rich meets with parents to discuss student behavior and learning issues. The assistant principal aides in the leadership team's common goal of effectively implementing the district's plan of MTSS. The assistant principal is a member of the MTSS, literacy, and threat assessment team.
Mathews, Lisa	Instructional Coach	Mrs. Mathews 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 PK-12. Other responsibilities include involvement with the school leadership team, the literacy team, the threat assessment team, school advisory council, Title 1 and the MTSS 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, assesses the ability and potential in students, and coordinates with fellow professionals on student matters. Other responsibilities include being a member of the school's leadership team, the literacy team, the threat assessment team, and the MTSS team. Mrs. Bailey is also the ESE point of contact for BHS.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Bethlehem has a plethora of stakeholders involved at our school to make it the best it can be for our community and students. The stakeholders are very involved at our school. They work together on things but also work on their own for certain projects, but regardless they all play a significant part in our school while improving the school culture and environment. The following stakeholders are a vital part of the day to day running of our school:

- *Students
- *Teachers
- *Parents
- *Bethlehem Booster Club
- *Community Leaders
- *Local Businesses

- *Local Churches
- *Holmes District School Directors and 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

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored through administration walkthroughs and meetings with teachers. We will review progress monitoring results throughout the year and make revisions as necessary for academic achievement.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	6%
2022-23 Economically Disadvantaged (FRL) Rate	84%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	9	4	11	10	6	8	5	9	6	68
One or more suspensions	1	1	0	1	3	3	0	0	0	9
Course failure in English Language Arts (ELA)	3	1	2	0	0	0	0	0	0	6
Course failure in Math	2	0	0	0	0	0	0	0	0	2
Level 1 on statewide ELA assessment	0	0	0	0	2	4	4	9	10	29
Level 1 on statewide Math assessment	0	0	0	0	1	2	5	13	12	33
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	3	11	9	3	1	5	5	10	53
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	6	1	4	4	2	4	4	7	4	36

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	7	6	9	8	6	6	4	7	4	88
One or more suspensions	0	0	0	0	0	4	6	2	0	19
Course failure in ELA	0	0	0	0	0	0	1	0	1	2
Course failure in Math	0	0	0	0	0	0	1	0	1	4
Level 1 on statewide ELA assessment	0	0	0	1	4	4	12	11	18	83
Level 1 on statewide Math assessment	0	0	0	0	5	3	17	14	14	92
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	3	15	6	3	1	3	10	11	98

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	3	3	4	5	6	8	6	7	68

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	7	6	9	8	6	6	4	7	4	57
One or more suspensions	0	0	0	0	0	4	6	2	0	12
Course failure in ELA	0	0	0	0	0	0	1	0	1	2
Course failure in Math	0	0	0	0	0	0	1	0	1	2
Level 1 on statewide ELA assessment	0	0	0	1	4	4	12	11	18	50
Level 1 on statewide Math assessment	0	0	0	0	5	3	17	14	14	53
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	3	15	6	3	1	3	10	11	56

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	3	3	4	5	6	8	6	7	45

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	45	44	53	44	44	55	40		
ELA Learning Gains				48			45		
ELA Lowest 25th Percentile				43			28		
Math Achievement*	51	47	55	38	41	42	32		
Math Learning Gains				38			41		
Math Lowest 25th Percentile				45			32		
Science Achievement*	35	41	52	36	49	54	26		
Social Studies Achievement*	64	66	68	44	51	59	54		
Middle School Acceleration		53	70	23	45	51			
Graduation Rate	93	79	74	100	44	50	97		
College and Career Acceleration	44	53	53	70	59	70	47		
ELP Progress			55		47	70			

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	382
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	93

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	529
Total Components for the Federal Index	11
Percent Tested	96
Graduation Rate	100

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	26	Yes	4	4
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT	54			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	53			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	3	3
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT	48			
FRL	43			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	45			51			35	64		93	44	
SWD	29			26			20	27			4	
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	45			49			36	63		42	7	
FRL	41			43			30	65		40	7	

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	44	48	43	38	38	45	36	44	23	100	70	
SWD	19	31	33	29	37	27	19					
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	44	48	41	38	40	47	36	43	22	100	70	
FRL	34	43	46	29	30	37	30	37	20	100	64	

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	40	45	28	32	41	32	26	54		97	47	
SWD	20	27	27	21	38	20	21					
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	40	43	26	32	41	31	26	57		97	48	
FRL	36	43	36	21	39	45	21	42				

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	38%	42%	-4%	50%	-12%
05	2023 - Spring	69%	46%	23%	54%	15%
07	2023 - Spring	50%	46%	4%	47%	3%
08	2023 - Spring	25%	42%	-17%	47%	-22%
09	2023 - Spring	37%	43%	-6%	48%	-11%
04	2023 - Spring	43%	44%	-1%	58%	-15%
06	2023 - Spring	50%	44%	6%	47%	3%
03	2023 - Spring	47%	40%	7%	50%	-3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	42%	48%	-6%	54%	-12%
07	2023 - Spring	50%	56%	-6%	48%	2%
03	2023 - Spring	63%	56%	7%	59%	4%
04	2023 - Spring	48%	60%	-12%	61%	-13%
08	2023 - Spring	41%	37%	4%	55%	-14%
05	2023 - Spring	79%	42%	37%	55%	24%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	15%	43%	-28%	44%	-29%
05	2023 - Spring	48%	43%	5%	51%	-3%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	32%	*	50%	*

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	27%	45%	-18%	48%	-21%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	36%	47%	-11%	63%	-27%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	62%	69%	-7%	66%	-4%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	69%	62%	7%	63%	6%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Math and ELA showed the lowest performance. This contributed to new hires not certified in teaching field as well as first year teachers, classroom management and lack of student motivation.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

ELA showed the greatest decline from prior year. Factors that contributed include newly hired (first year) teacher, classroom management, as well as change in teachers during the school year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA had the greatest gap when compared to the state average. Factors that contributed included newly hired teacher during the school year, classroom management, and strategically providing interventions in area of need.

Which data component showed the most improvement? What new actions did your school take in this area?

Based on the 2023 progress monitoring and state assessments the science scores from the school went up 10 percentage points from the previous years assessment. BHS was able to put a certified teacher in the Science position.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance is one area of concern reflected on the EWS. Bethlehem enforced the district's new truancy plan and will continue to use this plan to target attendance issues and make improvements.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

- Students with Disabilities
- ELA achievement 3 and above
- Math achievement 3 and above
- Learning gains in ELA/Math
- Student and Teacher Attendance

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students with Disabilities are performing below 41% on the Federal Index.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of 2023-2024 school year, the number of students with disabilities performing at level 3 or above will increase to 41% as evidenced by the end of year progress monitoring assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Students with disabilities will be monitored three times a year utilizing FAST data from PM1, PM2, and PM3.

Person responsible for monitoring outcome:

Lisa Mathews (lisa.mathews@hdsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers at Bethlehem utilize Wonders, Tyner, Reading Mastery, Winsor (Sunday) and Fountas & Pinnell. BHS students use Edmentum, Study Island and the Big Ideas online platform.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The interventions chosen are all researched based and allows the teacher to have multiple options for providing targeted interventions to address remediation for both reading and math.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Data Analysis
2. Identify Students
3. Determine appropriate Intervention
4. Follow up with teachers after each progress monitoring

Person Responsible: Lisa Mathews (lisa.mathews@hdsb.org)

By When: Meet with teachers after PM1, PM2, and PM3.

#2. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Teachers and Administration will use EWS to help track students with attendance issues. EWS indicates that already there are 54 students below 90% attendance.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 2023-2024 school year, students considered truant will be less than 10% as reported on student attendance records.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Attendance data will be reviewed weekly for students in danger of becoming truant.

Person responsible for monitoring outcome:

Heather Rich (heather.rich@hdsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Administration will follow the District Attendance Policy to intervene with students in danger of becoming truant by conferencing with students, conferencing parents (phone calls), and as a last resort a referral to Truancy Court.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

To follow district policy.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

We identify the area in which we are below 32% which currently are students with disabilities at 28%. Administration, curriculum, and teachers will consult about specific needs to target and use funds to provide supplemental support as needed.

BHS will implement professional learning communities to track data and address the needs of our students with disabilities.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Reading/ELA teachers in kindergarten through second grade will analyze student data through classroom assessments, student work, and progress monitoring. Teachers will use this data to differentiate instruction based on student need and provide interventions for specific skills and standards. Teachers will review standards as well as know the Achievement Level Descriptors (ALD's), and plan accordingly to ensure effective instruction for students.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Reading/ELA teachers in third through fifth will analyze student data through classroom assessments, student work, and progress monitoring. In addition to FAST three times a year, they also use Edmentum to progress monitor and supplement standards based instruction. Teachers will use this data to differentiate instruction based on student need and provide interventions for specific skills and standards. Teachers will review standards as well as know the Achievement Level Descriptors (ALD's), and plan accordingly to ensure effective instruction for students.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Each grade in kindergarten through 2nd will meet at least 60% grade level standards mastery according to STAR PM3 data by the end of the academic year.

Grades 3-5 Measurable Outcomes

Each grade in third through fifth will meet at least 60% grade level standards mastery according to Cambium's FAST PM3 data by the end of the academic year.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

The school's area of focus will be monitored through the use of the FAST progress monitoring system and Edmentum.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Jones, Rodd, jonesr@hdsb.org

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Teachers will plan and set goals from their data to make sure B.E.S.T. ELA Standards are aligned with the district approved curriculum to meet the needs of all students while providing rigorous instruction.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Analyzing data together through PLCs gives teachers the opportunities to evaluate the effect of their teaching on students' learning and achievement.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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Assessment:

1. Meet with teachers to understand progress monitoring reports and mastery of standards.

Literacy Coaching:

1. Meet with teachers to review standards and clarification of standards when lesson planning and teaching.
2. Help teachers manage time to include MTSS interventions.

Jones, Rodd,
rodd.jones@hdsb.org

Literacy Leadership:

1. Complete observations/walkthroughs/feedback.
2. Review Lessons plans for aligned standards and rigor.
3. Provide feedback/support in struggling areas.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

BHS will use push notifications through FOCUS, backpack mailing, HDSB app, social media, Title 1 Family Night, and other school gatherings.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Bethlehem has Open House to allow students and parents to meet the teacher. The after-school 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 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 places or cultures to help them think about biases, 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.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Bethlehem will reduce the amount of interruptions during the school day, require bell to bell instruction, increase administrative walkthroughs in classrooms, and target students with disabilities by providing extra support in the classrooms. In regards to middle school acceleration, we are working to have a certified teacher in Agriculture Science to increase our certifications in this field by the end of May 2024.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

n/a

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Bethlehem utilizes the Youth Mental Health Training for teachers, counseling services for students, student thermometer checks for students, who is your person for students, and 20-10-5 to engage teachers with students.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Bethlehem offers certifications and college courses to help them be prepared for the workforce. Field trips are provided with the college and career club and tour colleges for different types of programs available.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Bethlehem will implement elements of the PBS program including behavior MTSS based on targeted behavior interventions needed for students. The leadership team will define schoolwide positive behavior expectations for all settings and focus on creating a positive school climate for Tier 1. Teachers and Guidance will monitor individual student behavior intervention plans for Tier 2 to help prevent worsening of problem behaviors. Facilitating collaboration between school professionals, community agencies and other mental and behavioral health providers will be included in Tier 3. The tiered model addresses all students with the goal of reducing problem behaviors and increasing instructional time.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Due to lack of funding, teacher and staff retention and recruitment is based off of positive relationships and support in the classrooms. PLCs will be one way to support teachers in Bethlehem allowing us to celebrate small victories by analyzing data throughout the year and improve instructional planning and teaching as needed. Lesson planning is structured using the district's pacing guide and aligning the standards with each lesson. The goal is to work as a team to help keep highly effective teachers at Bethlehem School.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

The VPK program at Bethlehem provides necessary and state prerequisites to prepare students for Kindergarten.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes