

Bethlehem High School

2767 HIGHWAY 160, Bonifay, FL 32425

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

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Combination	Yes	67%

Alternative/ESE Center	Charter School	Minority
No	No	3%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	C	B

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

Bethlehem High School offers many extracurricular activities that the students can choose which to participate in based on interest. We offer clubs, sports and electives in the curriculum to support the many facets of our students interests.

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

Bethlehem High School has teachers posted on duty before, during and after school to ensure students are supervised at all times. All doors are locked with no entrance unless the teacher approves entrance. We have a zero tolerance to bullying with a open door policy for students to report any concerns.

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.

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

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

Early Warning Systems

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

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

We have available to parents/guardians an internet based parent portal to our grades and attendance. To address our attendance issues, we have a person on staff 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. Our Level 1 students for grades K-5 are pulled and worked extra with an RTI aide at least 3-4 times per week. The middle / high students are enrolled in an intervention class for English Language Arts and/or math.

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

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

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

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

Indicator	Grade Level	Total
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Students exhibiting two or more indicators

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 to our grades and attendance. To address our attendance issues, we have an on 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. Our Level 1 students for grades K-5 are pulled and worked extra with an RTI aide at least 3-4 times per week. The middle / high students are enrolled in an intervention class for English Language Arts and/or math.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

See online parent involvement plan

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

Bethlehem High School works with Chipola College and Florida Panhandle Technical College to provide ongoing college and career information. BHS practices the following steps to ensure that we not only create but also sustain partnerships with our local community.

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 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.

Effective Leadership

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

School Leadership Team

Membership

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

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

Duties

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

The Rtl Team will analyze whole school data in determinedly the instructional focus calendar that will direct i the focus lessons administered to the school through the closed-circuit broadcast system. The Rtl Team will review the mini-assessments and utilize the information to adjust the focus calendar In an effort to increase student achievement. In addition the Rtl Team will research scientifically based strategies to I increase student learning as well as quality instruction.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

School Based Intervention Team (SBIT) will meet bi-weekly to monitor implementation of interventions, review data and make intervention recommendations. The team will continue with the development and prioritization of grade level (or subject specific) intervention practices as determined by student needs and areas of weakness. The SBIT team will work closely with the School Improvement Team, Literacy Leadership Team and the faculty to ensure that stakeholders understand and are able to implement : interventions as determined by the SBIT.

Title I

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

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

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

Science. Funds will also provide resources to implement a volunteer program, Title I part A will work in coordination with

Title I part D to provide the local institution for neglected and or delinquent children, and to at risk students services that are comparable to those provided to children in Title I schools such as : computer

assisted instruction, drop out prevention program, mentors career exploration etc. Title II part A to provide on-going in-service and professional development/training to assist teachers and paraprofessionals at all levels in meeting the requirements needed to become highly qualified and professional development in areas such as differentiated accountability, learning communities, team teaching, data analysis, math, reading, writing etc. Professional development activities and workshops are coordinated with Title II, Part A.

Title VI part B to provide lab assistants for 4 high schools to increase the graduation rate and prepare students to be college and career ready. All stakeholders benefit from the collaboration of these programs. The idea is to eliminate gaps in service for all students being served and provide an arena for sharing information and gearing available services to maximize both fiscal and human service efficiency. This helps increase the effectiveness of the research based instructional programs for all eligible students, These services will be limited to research-based best practices providing supplemental support designed to meet individual needs through continuous dialogue, collaboration of services and assessment analysis.

Title X- Homeless

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

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

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

Supplemental Academic instruction (SAI)

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

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

Violence Prevention Programs

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

Nutrition Programs

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

Housing Programs

Not applicable

Head Start

Not applicable

Adult Education

Not Applicable

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Brent Jones	Principal
Dennis Lee	Parent
Carrie Hayford	Teacher
Myrtle Clemmons	Business/Community
Dylan Justice	Student
Chase Rogers	Student
Amy Conner	Parent
Mary Lemieux	Parent
April Hatcher	Teacher
Emory Brunson	Parent
Stephanie Brunson	Parent

Duties

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

Evaluation of last year's school improvement plan

The following 2 items were purchased for Bethlehem High School by the SAC team:
\$500.00 toward the purchase of tables and chairs
Technology for grades 6-8 classrooms for computer stations to be looked at pricing through the district.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

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

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

\$2000.00 toward the purchase of the electronic school sign - this was not completed.
\$500.00 toward the purchase of tables and chairs to be used for events for the school.
Technology for grades 6-8 classrooms for computer stations to be used for

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

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

Duties

Describe how the LLT promotes literacy within the school

The LLT will serve as a forum for communication among faculty, administration, parents and the students at BHS, Our LLT will focus on those students who are considered a "bubble" student in reading and math school-wide to improve their outcome on the state assessment. Our focus school-wide will be to maximum instruction time and strive for excellence.

Public and Collaborative Teaching

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

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

Bethlehem's teachers are encouraged to meet by grade levels at least twice a month to collaborate and discuss needs. Our principal and assistant -principal observe classes monthly to encourage the positive outcomes.

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

Openings are posted/advertised in media and on the district website, Certification is verified for teaching assignment using FL DOE website for Educator Certification. This is a goal in the individual teacher's IPDP. The principal only hires highly qualified applicants.

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

We pair teachers with experienced successful teachers to meet with new teacher weekly and aide the new teacher with in problems h/she may have as well as provide ideas concerning the curriculum, classroom management and instruction. Our instructional coach also observes and meets with the new

teachers monthly to provide input and feedback needed. The principal and/or the assistant principal then follow up with observations and feedback.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Our teachers work together to review the Florida Standards and compare their text to them. Any standard that is not covered in the text is added to their course plan. They also use CPALMS to assist with the teaching of standards.

Instructional Strategies

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

Administrators and teacher review data at each progress monitoring assessment. Beginning the school year with the leadership team reviewing the FCAT data and Discovery Education Assessments to determine placement in reading and math classes. Students who received a Level 1 or 2 in reading or math will be placed in an intensive reading class in middle and high school. Elementary teachers will use the RTI process with those students.

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

Strategy: Extended School Day

Minutes added to school year: 29,280

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 learning time.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Jones, Brent, jonesb@hdsb.org

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

An external evaluator will be hired to analyze collected data for a formative and summative report. Each nine weeks, data on student grades, daily attendance, and homework completion will be collected by the Lead Coordinator. Students will participate in the Discovery Education Assessments three times a year along with completing teacher-created assessments for pre, mid, and post assessments. These results will be included in the data collection. Each nine weeks, the students will participate in the SPARK curriculum Personal Best assessment. A comparison of the first and last personal best challenge will be developed and the overall program effectiveness will be determined and included in the formative and summative report. Teachers will utilize a daily homework checklist for student accountability and teacher surveys will be administered three times per year to gauge the quality of homework completion. Participation in family literacy activities will be assessed through school and community-based sign in sheets and agendas. Parental involvement increases will be assessed through the teacher surveys administered quarterly in the fall, winter, and spring. Collected data will be used to refine, improve, and strengthen the program and performance measures through a summative evaluation prepared by the external evaluator.

Student Transition and Readiness

PreK-12 Transition

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

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

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

This program is conducted during the first week of school and all students in Kindergarten attend school for an abbreviated amount of time. The pre-school teacher prepares the students to transition during participatory activities throughout the entire school year,

College and Career Readiness

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

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

1. Students will have the opportunity to participate in leadership activities through a variety of extracurricular programs as well as leadership skills courses offered as an integral part of their coursework during the regular school day. Skills acquired during these activities will serve as real-world atmosphere.
2. Students will be provided information concerning ACT and other college preparatory assessments. Students will have the opportunity to participate in an ACT preparatory class during the 2nd semester of the 2014-15 school year.
3. All 10th grade students are scheduled to take the ACT - PLAN (ACT predictor assessment).
4. The Guidance Department will discuss the Bright Futures Scholarship program with students in grades 9-12 so they understand eligibility requirements.
5. The Instructional Coach and Guidance Department will hold grade-level informational nights for parents, concerning the issues at each grade level.
6. Various colleges are invited to speak with 11th and 12th grade students about the programs offered at their institutions.
7. Students have the opportunity to visit post-secondary campuses as well as career fairs through school sponsored field trips,
8. Florida Virtual School, Edgenuity and Chpola College are utilized for credit retrieval.
9. Students who have not passed FCAT Reading and Math for graduation purposes are scheduled into Intensive Math and Intensive Reading courses.
10. After school tutoring is available.
11. Students are recruited into programs based on their areas of interest by guidance, program/course instructors, mentor teachers and peers.
12. The Guidance Department counsels student as appropriate regarding Dual Enrollment courses. The percentage of students participating in dual enrollment continues to increase.
13. Information is provided to parents through local media, school newsletters, the school marquee, open house, parent meetings, reading night, and various other school functions.
14. The College Placement Test is administered to juniors and seniors who have passed the graduation exam. Based on CPT scores, remedial college preparatory courses are offered in reading and math,
15. Teachers are encouraged to consider advancing their degrees/certifications to offer students

advanced
courses through AP and/or dual enrollment programs.

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

We provide courses in our Vocational Academies for Culinary, Business and Agricultural foundations.

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, students are scheduled into the College and Career Readiness classes for English and math.

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

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.** By Spring 2015, the percent of students in English Language Arts will increase at or above state proficiency level by 5% on our state school score report.

- G2.** By Spring 2015, the percent of students in math will increase at or above state proficiency level by 5% on our state school score report.

Strategic Goals Detail

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

G1. By Spring 2015, the percent of students in English Language Arts will increase at or above state proficiency level by 5% on our state school score report. **1a**

 G046736

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	69.0

Resources Available to Support the Goal **2**

- CPALMS
- Marzano's High Yield Instructional Strategies

Targeted Barriers to Achieving the Goal **3**

- Insufficient standard based instruction
- Lack of student engagement

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

Discovery Education Assessment

Person Responsible

Maelynn Hatfield

Schedule

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

Evidence of Completion

Florida Standards Assessments

G2. By Spring 2015, the percent of students in math will increase at or above state proficiency level by 5% on our state school score report. 1a

G046737

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	71.0

Resources Available to Support the Goal 2

- CPALMS
- Florida Standards

Targeted Barriers to Achieving the Goal 3

- Insufficient standards based instruction

Plan to Monitor Progress Toward G2. 8

Discovery Education Assessment to monitor progress.

Person Responsible

Maelynn Hatfield

Schedule

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

Evidence of Completion

Florida Standards Assessments, EOC for Alg I and Geometry

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. By Spring 2015, the percent of students in English Language Arts will increase at or above state proficiency level by 5% on our state school score report. **1**

 G046736

G1.B2 Lack of student engagement **2**

 B116042

G1.B2.S1 Teachers set and communicate a purpose for learning goals with each lesson. **4**

 S127710

Strategy Rationale

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

Action Step 1 **5**

Walkthrough by Administrator

Person Responsible

Brent Jones

Schedule

Monthly, from 10/1/2014 to 4/30/2015

Evidence of Completion

Teachers lesson plans and also classroom evidence of lessons.

Action Step 2 5

Reading coach will provide support for teachers by setting up training on CPALMS and providing Marzano's high yield strategies.

Person Responsible

Maelynn Hatfield

Schedule

On 12/12/2014

Evidence of Completion

Administrators walkthroughs with focus on standards being taught and strategies used.

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

Lesson plans and observing of lessons

Person Responsible

Rosanne Mitchell

Schedule

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

Evidence of Completion

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

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

Discovery Education Assessment

Person Responsible

Maelynn Hatfield

Schedule

Quarterly, from 9/8/2014 to 4/30/2015

Evidence of Completion

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

G1.B2.S2 Bell to bell instruction 4

 S140525

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Brent Jones

Schedule

Daily, from 9/5/2014 to 5/29/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

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

Person Responsible

Brent Jones

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

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

Person Responsible

Brent Jones

Schedule

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

Evidence of Completion

Classroom walk through report by principal.

G2. By Spring 2015, the percent of students in math will increase at or above state proficiency level by 5% on our state school score report. 1

 G046737

G2.B1 Insufficient standards based instruction 2

 B116043

G2.B1.S1 Using CPALMS for Florida Standards 4

 S127711

Strategy Rationale

By using example lessons on CPALMS and making sure Florida Standards are taught, math proficiency levels will increase.

Action Step 1 5

Training on CPalms

Person Responsible

Maelynn Hatfield

Schedule

On 12/19/2014

Evidence of Completion

Monitoring through the Discovery Education Assessments' scores to show progress

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

Discovery Education Assessment

Person Responsible

Maelynn Hatfield

Schedule

Quarterly, from 9/12/2014 to 4/30/2015

Evidence of Completion

DEA Scores

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

Discovery Ed Assessment and Reading Programs

Person Responsible

Schedule

Evidence of Completion

Classroom observations and test results

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Walkthrough by Administor	Jones, Brent	10/1/2014	Teachers lesson plans and also classroom evidence of lessons.	4/30/2015 monthly
G2.B1.S1.A1	Training on CPalms	Hatfield, Maelynn	10/17/2014	Monitoring through the Discovery Education Assessments' scores to show progress	12/19/2014 one-time
G1.B2.S2.A1	Teachers set and communicate the purpose for each lesson with students and provide bell to bell instruction.	Jones, Brent	9/5/2014	Goals will be posted visible for students to see and lesson plans will reflect evidence of instruction.	5/29/2015 daily
G1.B2.S1.A2	Reading coach will provide support for teachers by setting up training on CPALMS and providing Marzano's high yield strategies.	Hatfield, Maelynn	10/1/2014	Administrators walkthroughs with focus on standards being taught and strategies used.	12/12/2014 one-time
G1.MA1	Discovery Education Assessment	Hatfield, Maelynn	9/8/2014	Florida Standards Assessments	4/24/2015 quarterly
G1.B2.S1.MA1	Discovery Education Assessment	Hatfield, Maelynn	9/8/2014	Teachers and reading coach will monitor progress on the DEA to ensure growth toward Florida Standards Assessments.	4/30/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1	Lesson plans and observing of lessons	Mitchell, Rosanne	10/17/2014	Administrators will monitor fidelity of lesson plans and meet with teachers monthly to discuss progress and share ideas.	5/1/2015 monthly
G1.B2.S2.MA1	Monitor bell to bell instruction along with evidence of instructional goals with walk through.	Jones, Brent	9/8/2014	Classroom walk through report by principal.	4/24/2015 biweekly
G1.B2.S2.MA1	Monitor bell to bell instruction along with evidence of instructional goals.	Jones, Brent	9/1/2014	Administrators will monitor bell to bell instruction by doing walk throughs and checking goals.	5/29/2015 monthly
G2.MA1	Discovery Education Assessment to monitor progress.	Hatfield, Maelynn	9/8/2014	Florida Standards Assessments, EOC for Alg I and Geometry	4/24/2015 quarterly
G2.B1.S1.MA1	Discovery Ed Assessment and Reading Programs		Classroom observations and test results	one-time	
G2.B1.S1.MA1	Discovery Education Assessment	Hatfield, Maelynn	9/12/2014	DEA Scores	4/30/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. By Spring 2015, the percent of students in English Language Arts will increase at or above state proficiency level by 5% on our state school score report.

G1.B2 Lack of student engagement

G1.B2.S1 Teachers set and communicate a purpose for learning goals with each lesson.

PD Opportunity 1

Walkthrough by Administrator

Facilitator

Participants

Schedule

Monthly, from 10/1/2014 to 4/30/2015

PD Opportunity 2

Reading coach will provide support for teachers by setting up training on CPALMS and providing Marzano's high yield strategies.

Facilitator

PAEC

Participants

Teachers

Schedule

On 12/12/2014