



Accreditation Report

Bethlehem High School

Holmes County School District

Mr. Brent Jones, Principal
2767 Highway 160
Bonifay, FL 32425

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Bethlehem High School is located at 2767 Highway 160, Bonifay FL 32425. It is a small rural public school located in northwest Holmes County that serves grade levels PK - 12. While Bethlehem has experienced administrative changes (7 in the last 10 years), in the last 3 years, with stable leadership, our school grade has increased from a D to a B. The school also serves as the social hub of the community. While there are a few close community stores, other than farming, our community relies on the outlying businesses, the community churches and close stakeholders for support. The community therefore participates largely in all our sports programs.

Bethlehem is a Title I school with 100% of our students participating in our free lunch program. Our demographics include enrollment at approximately 460 students, with our breakdown of white 98.7% and multi-racial at 0.9%. Our ESE population is presently 58 students. Should we have non-English speaking parents, we accommodate their needs by providing any school-related information (that is sent home) in their preferable language. Parents whom are hearing impaired are provided with an interpreter (when requested) in order to allow them to fully participate in school conferences.

We at Bethlehem High School understand the importance of parent participation and the impact it has upon the students. Therefore, we reach out to our parents in a variety of ways to encourage participation. They are offered the opportunity to attend school based activities such as Title One Family Night, field trips, school programs, WINGS Family Night monthly meetings and other school based activities. Even though we offer many opportunities for our parents to become an active stakeholder, we still face the challenge of parent involvement. They are often faced with many challenges themselves, some including work schedules, transportation, financial hardship, etc.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

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.

Bethlehem High School has teachers posted on duty before, during and after school to ensure students are supervised at all times. All doors are locked with no entrance unless the teacher approves entrance. We have a zero tolerance to bullying with a open door policy for students to report any concerns. Practice drills are often rehearsed so that students are familiar with evacuation procedures in emergency situations. 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 Peer Counselors, 11th & 12th grade students, offer peer tutoring and mentoring services to students. Anchorage Children's' Home also provides family, individual and student counseling based on school referrals by the counselor.

As a result of our beliefs, we ensure that every student is provided with opportunities to work to the best of their potential through programs such as Moby Max and Accelerated Reading. In our high school, the students are afforded the opportunity to take Honors classes, online classes through Florida Virtual School and Edgenuity, as well as dual enrollment classes through Chipola College. Our after school program "WINGS" provides those lower percentile students with increased instructional time. The overall goal of the WINGS after school program is to provide quality educational, developmental, and recreational services to students at risk of academic failure.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

In the last 3 years Bethlehem's school grade has progressed from a D in 2014 to a B in 2016. Our graduation rate has improved from 82% in 2014 to 97% in 2016. FSA ELA 3rd grade scores have risen from 78% passing (level 2 & above) to 96%.

Our school has implemented pacing guides based on the FSA standards. Progress monitoring of state standards taught are provided by our district for ELA in grades K-10, math grades K-8, Alg I, Geometry and Alg II, as well as Science in grades 3-8, Physical Science and Biology. In 2014, we were classed as a Differentiated Accountability School. As a result, the state department sent representatives to work with our administration and faculty in the areas of data driven decision making, backwards lessons design, effective instruction with the major focus on reading and math. Through this support and teachers' efforts to implement necessary strategies and skills, our school made great gains and are no longer receiving this from the state.

Bethlehem is striving for a school grade of an A by continuing the above practices while collaborating within grade levels to improve in our weakest areas. We focus on bell to bell instruction and encouraging our students to become independent learners. Our principal is a member of the state CLA (Commissioners' Leadership Academy). This team conducts classroom walkthroughs that provides Mr. Jones and teachers with valuable feedback for possible areas of improvement.

Mrs. Shelley Smith, our 5th grade math teacher, was recognized as a high impact teacher in the state of Florida for year 2014-2015.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Bethlehem encourages participation from businesses within our community as well as outside. In the 2015-2016 school year through this year we have had contributions to our school. Wells Fargo donated \$1000 to our school which was use to purchase calculators (same type used for state testing) for both our middle and high school math programs. Also purchased was manipulative materials for our after school WINGS program.

Over \$600 was donated by Stage Stones to afford students the opportunity to attend FBLA National Convention and thus be able to compete.

Carmel Assembly of God Church donated sod to cover our playground. They also fund the Backpack program that provides food to needy children in our community as well as the Christmas tree Program for families at the holidays that are in need.

Oak Grove Pentecostal Ministries donated 7 microphone cords, a approximate value of \$75, for use in the school programs and activities. There are several clubs that also have received donations from Individuals and organizations to help with their needs.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 2.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	<ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Purpose statements - past and present 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking, and life skills. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership maintains high expectations for professional practice.	<ul style="list-style-type: none"> •Survey results •The school's statement of purpose •Parent Involvement plan brochure 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	<ul style="list-style-type: none"> •Survey results •The school continuous improvement plan •State DA notebook with walk through information 	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of strength: Bethlehem High School's accomplishments and plans are shared with our stakeholders. Evidence is found through information shared with stakeholders during the Advisory Committee meetings as well as through our school Facebook page, our school website and our annual Title I parent meetings. The School Improvement Plan as well as the Parent Improvement Plan provides documented information and a continuous improvement process for our stakeholders.

Areas of improvement needed: More stakeholders participation in surveys for our school.

Actions implementing to sustain our strength: Continue regularly planned meetings with Advisory Committee as well as communication with stakeholders through social media and parent meetings. Our School Improvement Plan and the Parent Improvement Plan will be updated as needed based on data and academic expectations.

Plans to improve areas of need: Publicize the surveys on the school's Facebook, our website, use the call out phone system along with notes sent home to encourage stakeholders to fill them out and return to school.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •District office maintains documentation 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.	<ul style="list-style-type: none"> •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Proof of legal counsel •Assurances, certifications •Findings of internal and external reviews of compliance with laws, regulations, and policies •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics •District office maintains documentation 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none">•Roles and responsibilities of school leadership•School improvement plan developed by the school•Communications regarding board actions•Survey results regarding functions of the governing body•Agendas and minutes of meetings•District office maintains documentation of the agenda and minutes of meetings as well as communications regarding board action.	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none">•Examples of collaboration and shared leadership•Survey results•Examples of decisions in support of the school's continuous improvement plan•Students are assigned to intensive reading classes based on the FSA ELA scores that fall at level 2 or below. Students are progressed monitored through Performance Matters platform. See the District Reading Plan.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	<ul style="list-style-type: none">•Minutes from meetings with stakeholders•Survey responses•Involvement of stakeholders in a school improvement plan	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The criteria and processes of supervision and evaluation include references to professional practice and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Governing body policy on supervision and evaluation•Job specific criteria•Master In-service Plan and Governing body policies are maintained at district office.	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of strength: Bethlehem High School's leadership shares the values and beliefs about teaching and learning and supports our faculty. Continuous improvement is also encouraged. Evidence is found through our principal, Mr. Jones, a member of the state CLA principal's cohort (Commissioners' Leadership Academy), conducts classroom walk throughs with principals from across the state. With a measureable goal in mind, these walk throughs afford Mr. Jones information to provide valuable feedback to teachers. Evidence is found in our improvement in our school grades over the past 3 years.

Areas of improvement needed: While the use of data to inform instruction throughout the faculty is used, there are some areas that need further improvement.

Actions implementing to sustain our strength: Mr. Jones will continue to perform walk throughs with the faculty, giving feedback of strengths and weaknesses to individual teachers.

Plans to improve areas of need: Mr. Jones will meet with teachers whom are in need of further improvement and use the data from these walk throughs to ensure understanding.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.33

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Lesson plans •Posted learning objectives •Course schedules •Course descriptions •See CPALMS for course descriptions. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Common assessments •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum •ELA and math common assessments are located on the shared network drive through the district. 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Examples of technology evidence can be found in the walk through visits. 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none">•Curriculum maps•Documentation of collection of lesson plans and grade books	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none">•Agendas and minutes of collaborative learning committees•Calendar/schedule of learning community meetings•Examples of Improvements to content and instructional practice would be the math pacing guide. Teachers met and compared the "Go Math" text to the standards and developed the pacing guide to met the standards adding in resources to make sure all standards are covered.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	<ul style="list-style-type: none">•Examples of learning expectations and standards of performance•Examples of assessments that prompted modification in instruction•Assessments that prompted modification in instruction: FSA state assessments and district progress monitoring assessments. Examples of learning expectations and standards of performance are state standards that are found on CPALMS.	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	<ul style="list-style-type: none"> •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices •Records of these activities are found at the district office. Beginning teacher's training is supervised by Teresa Mitchell at the district office. 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> •Survey results •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process •District Title I calendar with dates of activities, meetings and reports that are informative for parents. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •List of students matched to adult advocate •Survey results •Master schedule with time for formal adult advocate structure 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none">•Sample report cards for each grade level and for all courses•Sample communications to stakeholders about grading and reporting•Policies, processes, and procedures on grading and reporting	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	<ul style="list-style-type: none">•Results of evaluation of professional learning program.•Evaluation tools for professional learning•Brief explanation of alignment between professional learning and identified needs•Master In service Professional Development Plan maintained at district office.Evaluation tools for professional learning: Survey of Needs Assessment conducted by instructional personnel annually maintained at district office.Results of evaluation of professional learning programs are maintained at the district office.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none">•Survey results•List of learning support services and student population served by such services•Training and professional learning related to research on unique characteristics of learning•Master In service Plan maintained at district office.	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing.

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Cite sources of evidence External Review team members may be interested in reviewing.

Areas of strength: Bethlehem's teachers develop curriculum guides at the beginning of the year to ensure that all state standards are covered. With the use of the Planbook.com, their lesson plans are available for the teachers to review and monitor their curriculum. Teachers meet among themselves often to align curriculum both vertically and horizontally. Our district provides standards based progress monitoring for ELA, math and science. They use the reports from that progress monitoring system to further monitor students' progress. The teachers have also met with grade level/curriculum teams across the district in math and science groups to align the curriculum based on state standards. Evidence is found in the curriculum guides the teachers use that are a product of these meetings.

Mr. Jones monitors lesson plans through Planbook.com to ensure the instruction and progress monitoring is accomplishing goals for our continuous improvement. Evidence is found in the lesson plans generated in Planbook.com. He also monitors the instructional practices through classroom walk throughs to see that the teachers are directly engaged with students and are overseeing their learning. Mr. Jones is a member of the state CLA principals cohort in which classroom walk throughs take place, affording him the opportunity to gather input from other sources.

Areas of improvement needed: Regular, documented meetings among grade levels and/or across curriculum.

Actions implementing to sustain our strength: We will continue to use curriculum guides and Planbook.com to insure coverage of the state standards. Mr. Jones will also continue to monitor classroom instruction as well as remain a part of the state CLA cohort.

Plans to improve areas of need: Assign teachers to have monthly planned meetings among grade levels and/or across curriculum. These meetings should be documented and turned in to Mr. Jones.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.43

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Assessments of staffing needs •Documentation of highly qualified staff •Policy for hiring highly qualified staff housed at district office. Assessments of staffing needs is provided though Master schedule located in FOCUS. School budgets housed at district office. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Survey results •School schedule •School calendar 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	<ul style="list-style-type: none">•Records of depreciation of equipment•Survey results•Documentation of compliance with local and state inspections requirements•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.•Maintenance schedules•Housed at district office: Documentation of compliance with local and state inspections requirements Maintenance schedules Records of depreciation of equipment	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none">•Budget related to media and information resource acquisition•Data on media and information resources available to students and staff•Schedule of staff availability to assist students and school personnel related to finding and retrieving information•Budget related to media and information resource acquisition is available at district office.	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure is modern, fully functional, and meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure.	<ul style="list-style-type: none">•Technology plan and budget to improve technology services and infrastructure•Assessments to inform development of technology plan•Survey results•Policies relative to technology use•All technology assessments to inform, plans and budget are maintained at the district office.	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none">•Agreements with school community agencies for student-family support•Survey results•Social classes and services, e.g., bullying, character education•List of support services available to students•Inter-agency agreements are maintained at the district office.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none">•List of services available related to counseling, assessment, referral, educational, and career planning•Budget for counseling, assessment, referral, educational and career planning•Description of IEP process•Description of referral process•Budget for counseling, assessment, referral, educational and career planning maintained at district office.	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of strength: Mr. Jones ensures that qualified staff are in the appropriate positions. Evidence is found in the list of certified teachers and the classes they are teaching. Classes through Florida Virtual School, Edgenuity, as well as dual enrollment classes through Chipola College and Florida Panhandle Technical College also afford students qualified professionals and classes that are not offered on our campus. Mr. Jones provides fiscal resources, as funds are available; as well to meet the needs of the teachers therefore ensuring students' needs are met. Bell to bell instruction is required for teachers to maximize time with students.

Through the RTI system, students' academic and behavioral needs are addressed within the classroom. Once the process has been completed, if the intervention has not addressed the problem, then a referral process for further testing through our district ESE department is begun. Evidence is found in our notes from RTI meetings as well as copies of referrals located in individual students' records.

Also provided is counseling as needed by our on staff counselor as well as Spectrum Counseling Service by referrals when further issues warrant the need. Our Peer Counselors offer peer tutoring and mentoring services to students. Anchorage Children's' Home also provides family, individual and student counseling based on school referrals by the counselor.

After school hours the WINGS program provides students supplemental educational opportunities. It is grant funded program that provides students with a safe environment as well as homework tutoring and supplemental educational activities in reading, math and science. Evidence is found with Mrs. Mitchell's documentation for the WINGS program, (lesson plans, and schedule).

Areas of improvement needed: More assistance within the regular classrooms when teachers are in need of implementing RTI interventions with students.

Actions implementing to sustain our strength: Teachers continue to use the RTI system in their classrooms to implement interventions needed for improvement of students' skills. The administration will continue to ensure that a safe, educational environment with the necessary resources for optimal learning.

Plans to improve areas of need: Schedule the current aides that are available to assist when needed and adjust the peer counselors' schedules as needed to also help in classrooms as tutors.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.4

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •Survey results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •Hard copy of data notebook maintained at school. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Documentation of attendance and training related to data use •Training materials specific to the evaluation, interpretation, and use of data 	Level 2

Accreditation Report

Bethlehem High School

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none">•Agendas, minutes of meetings related to analysis of data•Evidence of student readiness for the next level•Evidence of student growth•Data notebook housed at school.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.	<ul style="list-style-type: none">•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of strength: The students' learning is monitored by consistent assessments. Our state FSA/FCAT assessments are systematic, standardized assessments that provide measurable results. The district provides progress monitoring of the state standards for our K-10 ELA, K-8 Math, Algebra I, 3-8 Science, Physical Science and Biology. Teachers and administration can monitor progress through our Performance Matters program. Teachers also use this program to plan their needed interventions for deficient skills. Within our adopted texts, weekly assessments are also used to monitor progress.

Mr. Jones meets with teachers/grade levels following state scores to applaud successes and discuss deficits. They examine needed changes and what should be implemented based on the evaluation of the data.

Evidence is found in our school grades from the past 3 years: D, C, and this past year B.

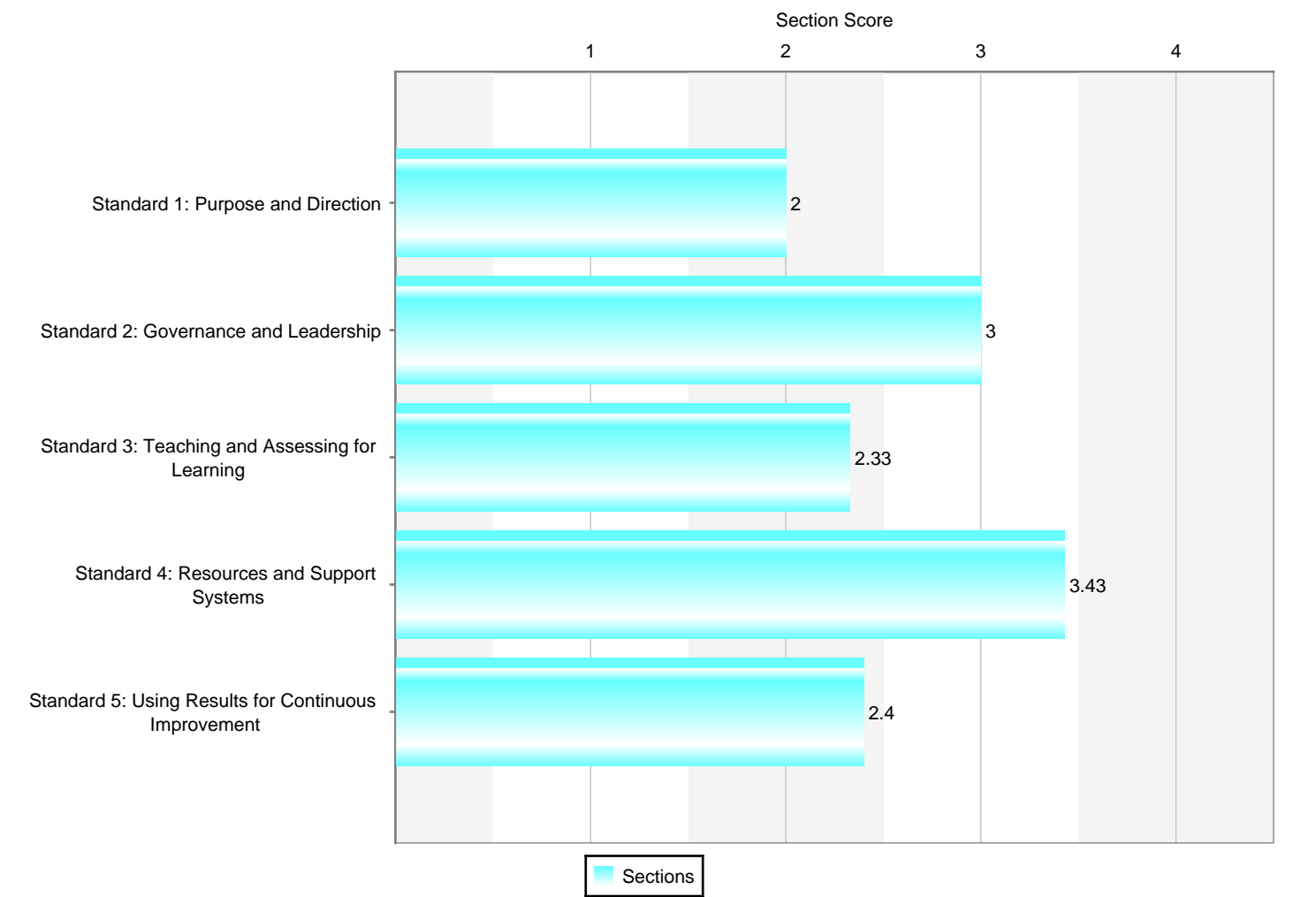
Areas of improvement needed: Training on interpretation and use of data and a regular scheduled meetings to implement the review of that data.

Actions implementing to sustain our strength: Continue to use the data relevant to the standards needed for the success of the students.

Plans to improve areas of need: Schedule training/evaluation sessions in our school after each progress monitoring from the district is complete.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Stakeholder feedback worksheet Feedback data Feedback Data Document Survey Totals Worksheet

Evaluative Criteria and Rubrics

Overall Rating: 1.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

All areas in our 2016 Stakeholder surveys were areas of satisfaction, however our number of surveys we received were very low.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

The only two stakeholders that we received feedback from in 2015 were parents and staff. So, comparing those areas to 2016 would not render the same results.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

At this time, we are not using formal surveys other than those provided through AdvancED.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

The area of Purpose and Direction was the area of lowest satisfaction.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

The only two stakeholders that we received feedback from in 2015 were parents and staff. So, comparing those areas to 2016 would not render the same results.

What are the implications for these stakeholder perceptions?

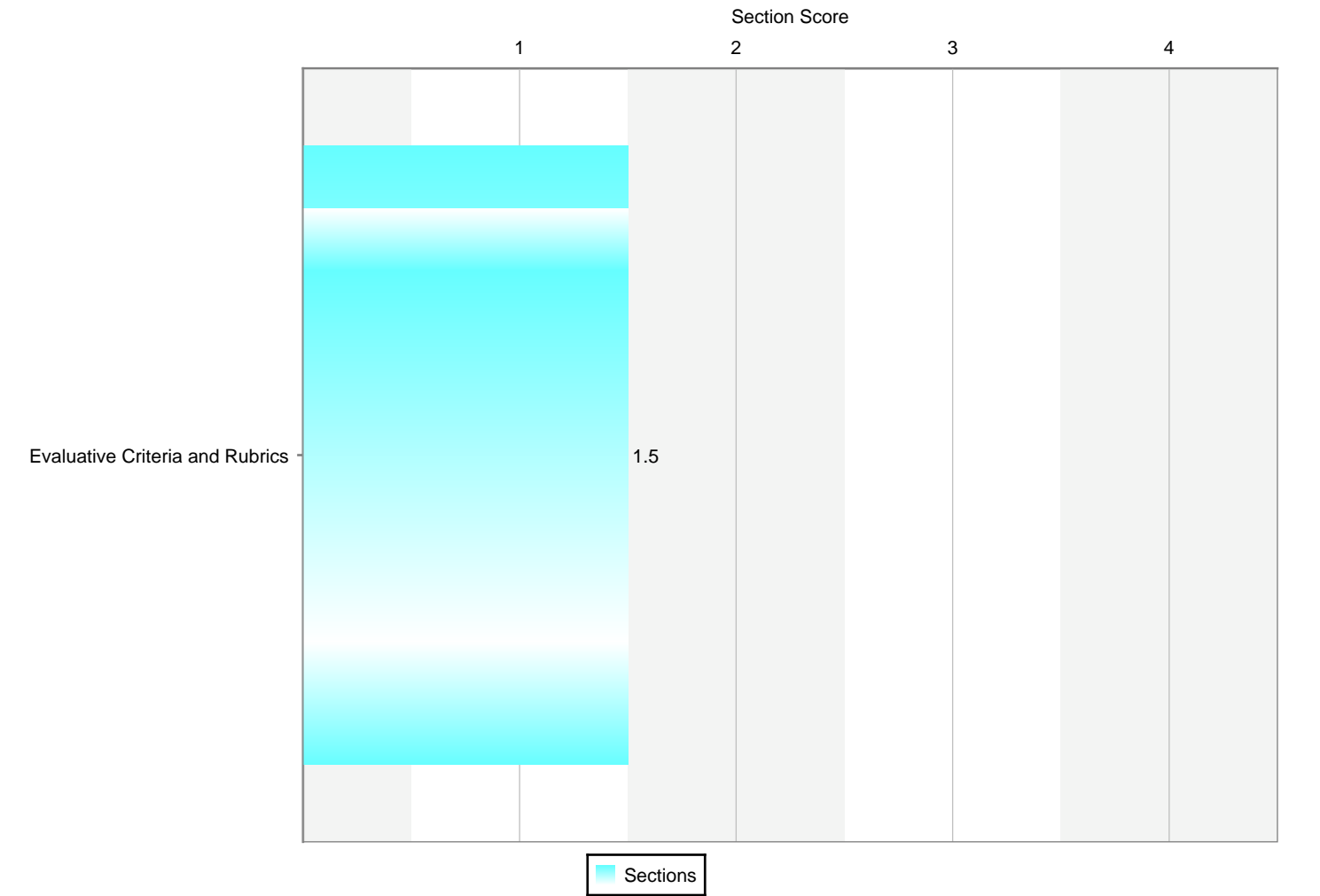
We feel that in the past our stakeholders may not have been well informed of the school's purpose and as a result they may not have understood some of the questions on the survey.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

At this time, we are not using formal surveys other than those provided through AdvancED.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Performance Matters Science Performance Matters ELA Performance Matters Math FSA Science FSA Math Student Performance Diagnostic Data Document

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Based on our 2016 FSA scores, our students scored above the expected level of performance in the following areas:

Graduation Rate- 97% as compared to the state 78%

7th Grade Civics-79.4% scored a level 3 or above as compared to the state average of 67%

3rd Grade ELA -64% scored a level 3 or above as compared to the state average of 54%

5th Grade math- 63.9% scored a level 3 or above as compared to the state average of 55%

7th Grade math-61.8% scored a level 3 or above as compared to the state average of 52%

Describe the area(s) that show a positive trend in performance.

Based on our data over the past 2 years, our students' scores show a positive trend in performance in the following areas:

Civics 2014-2015 38.1% to 2015-2016 79.4% Level 3 and above

US History 2014-2015 40.0% to 2015-2016 65.6% Level 3 and above

Math Gaines overall 2014-2015 43.5% to 2015-2016 51.4%

ELA 3rd Grade 2014-2015 55.0% to 2015-2016 64.0% Level 3 and above

ELA 4th Grade 2014-2015 32.4% to 2015-2016 51.4% Level 3 and above

Which area(s) indicate the overall highest performance?

The areas of overall highest performance are:

3rd Grade ELA

5th Grade Math

7th Grade Math

7th Grade Civics

Which subgroup(s) show a trend toward increasing performance?

The following subject area shows a trend in increasing performance:

Social Studies achievement has increased from 37% to 69%

In the following subgroups we do not have FSA data from 2015 that indicates performance of our students in specific areas:

ELA Learning Gains- 43%

Math Learning Gains-58%

Math Lowest 25% Learning Gains-49%

SY 2016-2017

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Between which subgroups is the achievement gap closing?

The achievement gap between ELA achievement and Mathematics achievement in our lowest 25% is closing with gains in each area. In 2015 we were not given scores in learning gains for any subject; therefore we could not determine if the achievement gap was closing in this subgroup.

Which of the above reported findings are consistent with findings from other data sources?

Based on our district progress monitoring tool (Performance Matters), the data collected from this assessment was consistent with our FSA scores.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Areas which were below our expectations overall in student achievement were ELA, Math and Science.

Grade 4-10 ELA are all below state average of students who scores level 3 and above

Grades 3,4,6,8 Math are all below state average of students who scores level 3 or above

Grades 5, 8 Science and Biology are all below state average of students who scores level 3 or above

Describe the area(s) that show a negative trend in performance.

The following areas show a negative trend according to our 2015 and 2016 data:

ELA - number of student who scored 3 or above- Grades 6, 8, 9, & 10

Math - number of student who scored 3 or above- Grades 6 & 8

Science- number of student who scored 3 or above- Grades 5 & 8

Which area(s) indicate the overall lowest performance?

The area of overall lowest performance was Science. In 2015, we received 45% for student science achievement. In 2016, we received 38% for student science achievement.

Which subgroup(s) show a trend toward decreasing performance?

According to our 2013-2014 and 2014-2015 SPAR report, the subgroups that show a decline are the Students with Disabilities (SWD) and Economically Disadvantaged (ED).

The SWD in the area of Reading (FCAT 2.0) for 13-14 scored 29% satisfactory and in 14-15 ELA (FSA) 9% satisfactory. In the area of Math 12% satisfactory in 13-14 and in 14-15 scored 16% satisfactory. In the area of Science in 13-14 there was no data, while in 14-15 scored 20% satisfactory.

The ED in the area of Reading (FCAT 2.0) for 13-14 scored 46% satisfactory and in the 14-15 scored ELA (FSA) 37% satisfactory. In the area of Math 36% satisfactory in 13-14 and in 14-15 scored 37% satisfactory. In the area of Science in 13-14 scored 41% satisfactory, in 14-15 scored 42% satisfactory.

ELA for both subgroups declined; however, the state of Florida also began administering a new state assessment in 2014-2015.

Between which subgroups is the achievement gap becoming greater?

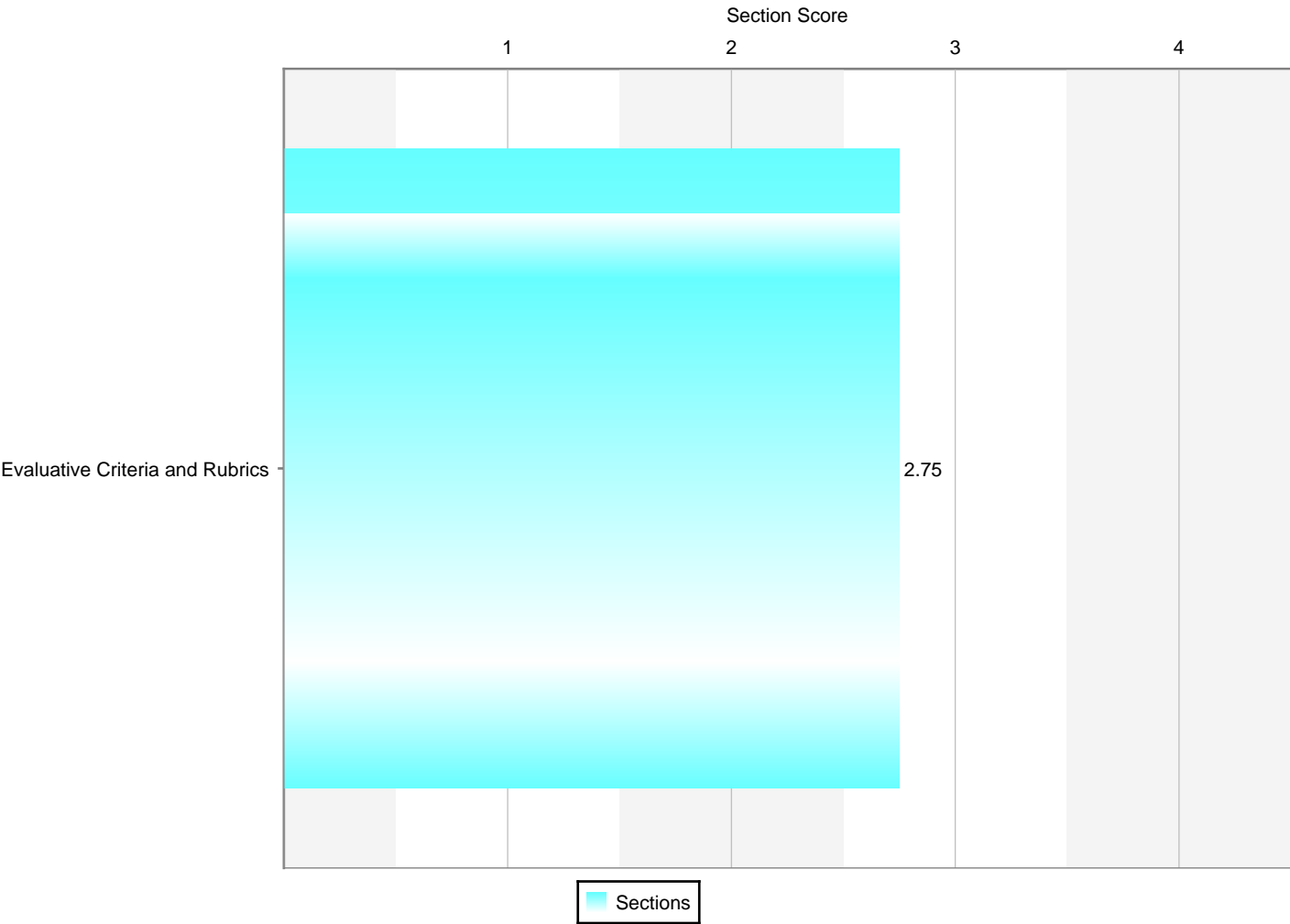
The gap in overall Science Achievement was greater between 2015 and 2016 as reflected in our student achievement levels. In 2015, we were not given scores in learning gains for any subject area; therefore we could not determine if the achievement gap was closing in this subgroup.

Which of the above reported findings are consistent with findings from other data sources?

Based on our district progress monitoring tool (Performance Matters), the data collected from this assessment was consistent with our ELA and Math FSA scores.(Based on Performance Matters passing score of 70%)

Report Summary

Scores By Section



AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: <ul style="list-style-type: none"> - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities 	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes		PIP SIP

Plan for Accreditation Report

Overview

Plan Name

Plan for Accreditation Report

Plan Description

This plan was developed for Bethlehem High School and entails our desired avenue to improve as a stakeholder representative body and as an educational institution.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Bethlehem High School will continuously improve the quality of communication with its stakeholders to increase their involvement and engagement to improve the culture of our school.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	Bethlehem High School will manage and continuously improve 5th and 8th NGSSS Science scores	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$5000
3	Bethlehem High School will manage and continuously improve 4th - 10th grade FSA ELA scores.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
4	Bethlehem High School will manage and continuously improve grades 3,4,6, and 8 FSA math scores.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0

Goal 1: Bethlehem High School will continuously improve the quality of communication with its stakeholders to increase their involvement and engagement to improve the culture of our school.

Measurable Objective 1:

collaborate to increase parent involvement by 05/31/2017 as measured by Increased number of parent participation on the Climate Survey by reaching the required 20% participation..

Strategy 1:

Stakeholder Involvement - The school's resources and support systems will be continually maintained on our school's website as well as information posted on Bethlehem's Facebook page. To insure better completion rates, the information concerning Advanc-Ed surveys will be posted on these as well. The stakeholders will also receive notifications prior to surveys being sent out through Blackboard Connect, our phone communication system. Surveys will also continue to be provided paper-based as well as on line versions.

Research Cited: Advanc-Ed survey results

Activity - Stakeholders Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using the Blackboard Connect Phone System, we will notify parent of the opportunity for them to complete these surveys on line or complete paper surveys at our school, including assistants with understanding of survey questions. During this time, professional will be available to assist parents. Our district will be looking at our survey schedule window to see if we need to alter the time window that the Advanc-Ed surveys are administered.	Parent Involvement	04/03/2017	05/31/2017	\$0	No Funding Required	Administration Team and office staff

Goal 2: Bethlehem High School will manage and continuously improve 5th and 8th NGSSS Science scores

Measurable Objective 1:

50% of Fifth and Eighth grade students will demonstrate student proficiency (pass rate) of students scoring Level 3 and above in Science by 05/31/2017 as measured by the 2017 NGSSS science state assessment.

Strategy 1:

Consistent Staffing - The district implemented a procedure to prevent teacher transferring in the middle of the school year, thus retaining one consistent teacher throughout the school year.

Research Cited: <http://www.rand.org/education/projects/measuring-teacher-effectiveness.html>

Accreditation Report

Bethlehem High School

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers work one-on-one with Dr. Szpyrka (contracted science consultant) to analyze test results, determine student needs, develop standards based lessons, and implement these standards based lessons.	Professional Learning	08/10/2016	07/31/2017	\$5000	Title II Part A	Donna Szpyrka District Curriculum Coordinator School Curriculum Coordinator Science teacher grade 5, 8 and Biology
Activity - District Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with Dr. Szpyrka, Contracted Science Representative) to analyze the data they have collected from the district wide progress monitoring each 9 weeks. They will use this data to adjust instruction and further develop plans that meet the needs of their students.	Other - District Progress Monitoring	09/01/2016	05/31/2017	\$0	No Funding Required	School Level Curriculum Coordinator, Dr. Donna Szpyrka, Contracted Science Representative), Teachers

Goal 3: Bethlehem High School will manage and continuously improve 4th - 10th grade FSA ELA scores.

Measurable Objective 1:

50% of Fifth, Sixth, Seventh, Eighth, Ninth and Tenth grade students will demonstrate student proficiency (pass rate) of students scoring Level 3 and above in English Language Arts by 05/31/2017 as measured by the 2017 FSA ELA assessment results.

Strategy 1:

Student Centered Learning - Through student centered learning, our teachers will work with their students to ensure they have the foundation and skills to be successful on the ELA assessment. Teachers will shift the focus of activities from themselves to the students. They will work in cooperative learning groups whenever applicable. The teachers will monitor, provide feedback, and redirect as needed. The teachers will plan with rigor and higher order thinking skills, through collaboration among colleagues (PLC, Professional Learning Communities).

Research Cited: <http://scholar.lib.vt.edu/ejournals/JTE/v7n1/gokhale.jte-v7n1.html?ref=Sawos.Org>

Accreditation Report

Bethlehem High School

Activity - Pacing Guides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers develop pacing guides based on Florida Standards to met the needs of our students and address specific skills in an order that provides the most beneficial learning.	Professional Learning	08/01/2016	08/10/2016	\$0	No Funding Required	Teachers of Language Arts grades 4-10

Activity - District Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze the data they have collected from the district wide progress monitoring assessments (given each 9 weeks). They will use this data to adjust instruction and further develop plans to meet the needs of their students.	Other - District Progress Monitoring	09/01/2016	05/31/2017	\$0	No Funding Required	District Curriculum Coordinator, School Level Curriculum Coordinator, Teachers Grade 4-10

Goal 4: Bethlehem High School will manage and continuously improve grades 3,4,6, and 8 FSA math scores.

Measurable Objective 1:

50% of Third, Fourth, Sixth and Eighth grade students will demonstrate student proficiency (pass rate) by scoring a level 3 or higher in Mathematics by 05/31/2017 as measured by FSA results.

Strategy 1:

Student Centered Learning - Through student centered learning, our teachers will work with their students to ensure they have a firm foundation possess the fundamental skills needed to be successful on the Florida Standards Math Assessment. They will shift their focus of activities from themselves to the students.

Students will solve problems, answer questions, develop questions, discuss, explain, debate and brainstorm as part of cooperative learning groups. The teacher will monitor, provide feedback, and redirect as needed, thus developing the critical thinking skills needed on the FSA math assessment.

Research Cited: <http://www.nea.org/tools/16870.htm>

Activity - District-Wide Pacing Guide	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades 3-5 will continue to meet and update by grade level with the district representative and curriculum coordinators to maintain a pacing guide that is designed to meet the Florida Standards. Our middle school teacher will develop a pacing guide that will continue the design of the grade 3-5 teachers' guide.	Professional Learning	05/23/2016	05/30/2017	\$0	No Funding Required	District Curriculum Coordinator, School Level Curriculum Coordinator, Teachers 3-8

Accreditation Report

Bethlehem High School

Activity - District Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district progress monitoring assessments will be given each 9 weeks. Teachers will analyze their results and adjust instruction as needed.	Other - District Progress Monitoring	09/05/2016	05/30/2017	\$0	No Funding Required	District Curriculum Coordinator, School Level Curriculum Coordinator, Teachers 3-8

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
District Progress Monitoring	Teachers will analyze the data they have collected from the district wide progress monitoring assessments (given each 9 weeks). They will use this data to adjust instruction and further develop plans to meet the needs of their students.	Other - District Progress Monitoring	09/01/2016	05/31/2017	\$0	District Curriculum Coordinator, School Level Curriculum Coordinator, Teachers Grade 4-10
Pacing Guides	Teachers develop pacing guides based on Florida Standards to met the needs of our students and address specific skills in an order that provides the most beneficial learning.	Professional Learning	08/01/2016	08/10/2016	\$0	Teachers of Language Arts grades 4-10
Stakeholders Involvement	Using the Blackboard Connect Phone System, we will notify parent of the opportunity for them to complete these surveys on line or complete paper surveys at our school, including assistants with understanding of survey questions. During this time, professional will be available to assist parents. Our district will be looking at our survey schedule window to see if we need to alter the time window that the Advanc-Ed surveys are administered.	Parent Involvement	04/03/2017	05/31/2017	\$0	Administration Team and office staff
District Progress Monitoring	Teachers will meet with Dr. Szpyrka, Contracted Science Representative) to analyze the data they have collected from the district wide progress monitoring each 9 weeks. They will use this data to adjust instruction and further develop plans that meet the needs of their students.	Other - District Progress Monitoring	09/01/2016	05/31/2017	\$0	School Level Curriculum Coordinator, Dr. Donna Szpyrka, Contracted Science Representative), Teachers
District-Wide Pacing Guide	Teachers in grades 3-5 will continue to meet and update by grade level with the district representative and curriculum coordinators to maintain a pacing guide that is designed to meet the Florida Standards. Our middle school teacher will develop a pacing guide that will continue the design of the grade 3-5 teachers' guide.	Professional Learning	05/23/2016	05/30/2017	\$0	District Curriculum Coordinator, School Level Curriculum Coordinator, Teachers 3-8

Accreditation Report

Bethlehem High School

District Progress Monitoring	The district progress monitoring assessments will be given each 9 weeks. Teachers will analyze their results and adjust instruction as needed.	Other - District Progress Monitoring	09/05/2016	05/30/2017	\$0	District Curriculum Coordinator, School Level Curriculum Coordinator, Teachers 3-8
Total					\$0	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training	Teachers work one-on-one with Dr. Szpyrka (contracted science consultant) to analyze test results, determine student needs, develop standards based lessons, and implement these standards based lessons.	Professional Learning	08/10/2016	07/31/2017	\$5000	Donna Szpyrka District Curriculum Coordinator School Curriculum Coordinator Science teacher grade 5, 8 and Biology
Total					\$5000	