School Improvement Plan
2023 - 2024

**Barrow County
Bethlehem Elementary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Barrow County
School Name	Bethlehem Elementary School
Team Lead	Mindy Reid
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A Title I, Part C Title II, Part A Title III, Part A, EL Title IV, Part A

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
✓	Free/Reduced meal application
	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	There is an overarching need to reduce the number of discipline events/referrals.
Root Cause # 1	Inconsistent implementation of Character Strong curriculum, PBIS incentives, and morning meetings.
Root Cause # 2	Lack of available logical consequences for elementary students that make a positive impact on behavior.
Root Cause # 3	Teachers need more support with addressing negative behaviors in the classroom.
Goal	The number of behavior/discipline referrals will be reduced by 10% or more during the 23-24 school year. (22-23 baseline 203 referrals)

Action Step # 1

Action Step	Teachers and staff will be trained in the Well Managed Schools Program which will be implemented school-wide to complement our Character Strong curriculum during the 23-24 school year..
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans; observations
Method for Monitoring Effectiveness	Frequent updates regarding number of referrals at each grade level/school-wide.
Position/Role Responsible	PBIS Committee Principal Assistant Principal School counselors Instructional Coach
Timeline for Implementation	Others : Daily

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	n/a

Action Step # 2

Action Step	Morning meeting will be utilized in grades PK-5 to implement the Character Strong curriculum consistently and lessons/ideas from the Well-Managed Schools program will be woven into the lessons and activities on a daily basis during the 23-24 school year.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans Observations Discipline referrals
Method for Monitoring Effectiveness	Discipline data analysis
Position/Role Responsible	All K-5 teachers Principal Assistant Principal
Timeline for Implementation	Quarterly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3

Action Step	A behavior support team, a branch of the PBIS team, will be created to monitor behavior data, assist teachers with managing student behaviors, and for providing support for student interventions.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Quarterly team meetings; sign-in sheets Behavior Support Team Forms
Method for Monitoring Effectiveness	Observations Analyzing discipline data
Position/Role Responsible	PBIS Committee School Counselors Principal Assistant Principal
Timeline for Implementation	Others :

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 4

Action Step	We will hold a Commitment Day pep rally for students and a Commitment Night event for students and families in August in which the School-Family Compact and Family Engagement Plan will be shared/signed along with an overview of behavior and academic expectations in each classroom in grades PK-5.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign-in sheets Signed commitment/compact documents
Method for Monitoring Effectiveness	Review of compact at parent-teacher conferences (as needed)
Position/Role Responsible	All K-5 teachers Families Students Principal Assistant Principal Instructional Coach
Timeline for Implementation	Yearly

Action Step # 4

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	There is an overarching need to improve student growth in the area of Reading.
Root Cause # 1	Basic early literacy skills are not being mastered in the primary grades.
Root Cause # 2	Tier 1 instruction/curriculum has not adequately addressed the needs of students.
Root Cause # 3	There is a need for additional research-based interventions, especially in the area of early literacy skills.
Goal	In Reading, at least 70% of students in grades K-5 will meet their projected growth targets (22-23 baseline 48%) and the number of students achieving at the 41st percentile or lower will decrease by 10% (22-23 baseline 215 students), as measured by the Spring, 2024 MAP assessment.

Action Step # 1

Action Step	Provide professional learning on the Science of Reading through a book study and hands-on PL sessions followed by observations and feedback..
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Professional Learning Plan Observations Surveys
Method for Monitoring Effectiveness	Observations/Feedback Data Analysis (DIBELS, TRC, MAP) Instructional Rounds
Position/Role Responsible	Instructional Coach Principal Assistant Principal District Literacy Content Specialist

Action Step # 1

Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 2

Action Step	In addition to grades K-3 who already utilize the program, we will implement Benchmark Phonics curriculum in Grades 4-5 during the 23-24 school year.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Lesson Plans Professional Learning Sign-In Sheets
Method for Monitoring Effectiveness	Observations/Feedback Instructional Rounds
Position/Role Responsible	Instructional Coach Principal Assistant Principal District Reading Content Specialist 4th Grade Teachers 5th Grade Teachers
Timeline for Implementation	Yearly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3

Action Step	Teachers in grades K-5 will implement student goal-setting related to MAP, TRC, DIBELS, running records, and/or informal observations and review progress with students on a regular basis.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Conferring/Data Notebooks Goal-Setting Spreadsheets
Method for Monitoring Effectiveness	Data team meetings
Position/Role Responsible	All K-5 teachers Instructional Coach Principal Assistant Principal
Timeline for Implementation	Others :

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 4

Action Step	PK, K, and 1st grade teachers and support staff will be trained in Heggerty Phonemic Awareness Curriculum, and lessons will be incorporated into daily instruction as an additional support for phonemic awareness.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Lesson plans Observations/Feedback PL Sign-In Sheets
Method for Monitoring Effectiveness	Observations/Feedback Instructional Rounds Assessment Data Analysis/Progress Monitoring
Position/Role Responsible	Instructional Coach Title 1 paraprofessional Academic Interventionist K-1 teachers and paraprofessionals
Timeline for Implementation	Yearly

Action Step # 4

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 5

Action Step	Teachers in grades K-5 will meet in professional learning communities weekly and will utilize responsive planning.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Administrator or Instructional Coach will attend meetings on a regular basis PLC collaborative planning template will be utilized and submitted via MS Teams on a weekly basis
Method for Monitoring Effectiveness	Observations Lesson Plans PLC Collaborative planning forms
Position/Role Responsible	Principal Assistant Principal All teachers K-5 Instructional Coach
Timeline for Implementation	Weekly

Action Step # 5

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	There is an overarching need to improve student growth in the area of Math.
Root Cause # 1	Lack of a math curriculum to provide consistent systematic instruction K-5.
Goal	In Math, at least 70% of students in grades K-5 will meet their projected growth targets (22-23 baseline 56%), and the number of students achieving at the 41st percentile or lower will decrease by 10% (22-23 baseline 202 students) as measured by the Spring, 2024 MAP (Measures of Academic Progress) assessment.

Action Step # 1

Action Step	The new math curriculum (HMH) will be implemented with fidelity in grades K-5 during the 23-24 school year.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement
Method for Monitoring Implementation	Lesson Plans PL sign-in sheets Observations/Feedback
Method for Monitoring Effectiveness	Observations/Feedback Data Teams Analysis
Position/Role Responsible	All teachers grades K-5
Timeline for Implementation	Others : Daily

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 2

Action Step	Teachers in grades K-5 will implement student goal-setting related to MAP, common formative and summative assessments, and informal observations and will review progress with students on a regular basis.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Conferring/Data Notebooks Observations Lesson Plans
Method for Monitoring Effectiveness	Observations/Feedback Data Teams Meetings
Position/Role Responsible	Teachers in grades 2-5 Instructional Coach Principal Assistant Principal
Timeline for Implementation	Others :

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3

Action Step	Teachers in grades K-5 will meet in Professional Learning Communities (PLCs) weekly and will utilize Responsive Planning.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Administrator or Instructional Coach will attend meetings on a regular basis PLC collaborative planning template will be utilized and submitted via MS Teams on a weekly basis
Method for Monitoring Effectiveness	PLC collaborative planning forms Observations Lesson Plans
Position/Role Responsible	Principal Assistant Principal All K-5 teachers Instructional Coach
Timeline for Implementation	Weekly

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	There is an overarching need to improve student achievement in the area of Writing.
Root Cause # 1	Lack of consistency in monitoring student progress and adjusting instruction.
Goal	In Writing, students in grades K-5 will show improvement from pre-assessment to post-assessment writing prompt in each genre (Narrative, Informational, and Opinion) as measured by either the Barrow County Schools or Write Score rubric. Baseline results will be established after each pre-assessment for specific goal setting for the post-assessment during the 23-24 school year.

Action Step # 1

Action Step	In addition to using the Barrow County Schools Writing Curriculum Map as a basis for writing instruction, the Write Score curriculum and assessments will be utilized in grades 3-5.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Lesson Plans Assessment Results Observations/Feedback
Method for Monitoring Effectiveness	Assessment results/data teams Observations/Feedback
Position/Role Responsible	Teachers in grades 3-5 Instructional Coach Principal Assistant Principal
Timeline for Implementation	Yearly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 2

Action Step	The Barrow County Schools Writing Curriculum Map will be followed by all teachers in grades K-5 with regular data team meetings to discuss student outcomes/adjust instruction.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Lesson Plans PL sign-in sheets
Method for Monitoring Effectiveness	Observations/Feedback Data Team Meetings
Position/Role Responsible	All teachers in grades K-5 Instructional Coach Principal Assistant Principal
Timeline for Implementation	Yearly

Action Step # 2

| What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? | |

3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	Multiple surveys were sent to all stakeholder groups. Spring Planning meeting was held.

2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.	When developing class rosters, students are assigned to classes based on their demographics as well as the teacher's level of experience or expertise.

3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).	In addition to Tier 1 (whole group) instruction, all students receive small group instruction provided by the homeroom teacher. In addition, those who are identified to be academically at risk are served by the Early Intervention Program, ESOL, or SPED teachers. The Early Intervention Program provides Tier 2 interventions in the classroom through small group instruction in both reading and math. They also utilize specialized programs (Georgia Numeracy Project, Wilson Reading, Fundations, etc.) to help close achievement gaps. The English Speaking Other Languages teachers provide Tier 2 and 3 interventions through small group instruction or individual instruction, based on the students' individual plans. Special Education teachers and paraprofessionals serve students who have qualified for services through various service models based on students' individual plans.

4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	n/a

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	Each year we invite local preschool students to visit our school and learn about our program. We also provide a "Get the Scoop on Pre-K" night during the month of May in which rising Pre-K students and families attend to learn about our school.

6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	Each spring, the middle school counselors visit BES to provide students with an overview of middle school BES students take a field trip to the middle school each year to provide them with a glimpse of what to expect. 5th grade teachers collaborate with 6th grade teachers to provide information about students that will assist with instructional planning. The band director at the middle school works closely with our music teacher to coordinate performances and instrument fittings for our 5th grade students.

7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	We will be implementing the Well-Managed Schools program this year. We are implementing a behavior support team to help bring a more holistic approach to behavior management.

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	