Bonifay K 8 School

2020-21 Schoolwide Improvement Plan

Table of Contents

Bonifay K 8 School

140 BLUE DEVIL DR, Bonifay, FL 32425

http://bk8.hdsb.org/

Demographics

Principal: Parker Bowers C

Start Date for this Principal: 1/6/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: C (53%) 2017-18: C (53%) 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

While providing a safe and civil school environment, staffed with highly qualified teachers, Bonifay K-8 will promote positive self-concepts, academic excellence, acceptable social behavior, and self-discipline in order for all students to become productive, contributing citizens in our society.

Provide the school's vision statement

Bonifay K-8 School's vision is to provide a creative and exciting learning environment with high levels of achievement to a diverse community of learners.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Bowers, Chey	Principal	The principal works with all members of the leadership team. In addition, she works directly with the grade-band assistant principals to provide overall coordination and supervision for the daily school activities. The principal aides in the leadership team's common goal of effectively implementing the district plan for MTSS. The principal meets with the leadership team weekly to review data, identify at-risk students, discuss and share effective instructional practices, make plans regarding interventions, document progress, and discuss any grade-band issues/needs. The principal meets with faculty members bi-weekly in a Professional Learning Community. The principal uses the Florida Principal Leadership Standards to govern her duties and responsibilities.
Sallas, Beverly	Assistant Principal	The K-2 assistant principal works directly with the principal to ensure the coordination and supervision for the daily school activities. The assistant principal aides in the common goal of the leadership team of effectively implementing the district plan for MTSS. The assistant principal also assists with disciplinary and attendance issues, along with carrying out the principal's decisions.
Callahan, Medea	Assistant Principal	The 6-8 assistant principal works directly with the principal to ensure the coordination and supervision for the daily school activities. The assistant principal aides in the common goal of the leadership team of effectively implementing the district plan for MTSS. The assistant principal also assists with disciplinary and attendance issues, along with carrying out the principal's decisions. The 6-8 assistant principal is also the school athletic coach.
	Guidance Counselor	The K-2 guidance counselor works directly with the principal, assistant principal, curriculum coordinator, and their grade band team to assist with the daily function of the school. The curriculum coordinator and guidance counselor also serve as a team chair and coordinator during meetings with parents, teachers, and district office personnel. The guidance counselor acts as a school-based source for parents and school staff for information regarding community, agencies, activities, etc. She also assists administration with the coordination of articulation and follow-up procedures for students moving from school to school and from programs within the school, along with facilitating the appropriate educational placement for students with special needs by coordinating procedures and serving as school chair for exceptional student education. The guidance counselor also provides guidance

Name	Title	Job Duties and Responsibilities
		to meet the needs of all students. She assists in the educational placement and scheduling of all students.
Wink, Valerie	Guidance Counselor	The 3-5 guidance counselor works directly with the principal, assistant principal, curriculum coordinator, and their grade band team to assist with the daily function of the school. The curriculum coordinator and guidance counselor also serve as a team chair and coordinator during meetings with parents, teachers, and district office personnel. The guidance counselor acts as a school-based source for parents and school staff for information regarding community, agencies, activities, etc. She also assists administration with the coordination of articulation and follow-up procedures for students moving from school to school and from programs within the school, along with facilitating the appropriate educational placement for students with special needs by coordinating procedures and serving as school chair for exceptional student education. The guidance counselor also provides guidance to meet the needs of all students. She assists in the educational placement and scheduling of all students.
Alford, Pam	Guidance Counselor	The 6-8 guidance counselor works directly with the principal, assistant principal, curriculum coordinator, and their grade band team to assist with the daily function of the school. The curriculum coordinator and guidance counselor also serve as a team chair and coordinator during meetings with parents, teachers, and district office personnel. The guidance counselor acts as a school-based source for parents and school staff for information regarding community, agencies, activities, etc. She also assists administration with the coordination of articulation and follow-up procedures for students moving from school to school and from programs within the school, along with facilitating the appropriate educational placement for students with special needs by coordinating procedures and serving as school chair for exceptional student education. The guidance counselor also provides guidance to meet the needs of all students. She assists in the educational placement and scheduling of all students.
Ward, Melissa	Other	The K-4 curriculum coordinator works directly with the principal, assistant principal, guidance counselor, and grade band team to assist with the daily function of the school. The curriculum coordinator and guidance counselor also serves as a team chair and coordinator during meetings with parents, teachers, and district office personnel. The Bonifay K-8 school uses school-wide assessments (STAR, DAR, etc.), district-wide assessments (district created progress monitoring assessments, i-Ready diagnostic assessments), along with state assessments (FSA, NGSSS Science Assessments, End of

Name	Title	Job Duties and Responsibilities
		Course Exams) to determine the academic needs of students, effectiveness of curriculum, and training needs of our staff. It is the duty of the curriculum coordinator to oversee these tasks and help implement any changes. The curriculum coordinator leads and evaluates core content standards, identifies student needs, identifies appropriate intervention strategies, assists with screening and on-going progress monitoring, data collection and analysis; and provides professional development to support the implementation of Tier 1, Tier 2, and Tier 3 interventions/ differentiation. The School Improvement Plan is created by the curriculum coordinators with the assistance and input of all team members.
Tate, Amy	Other	The 5-8 curriculum coordinator works directly with the principal, assistant principal, guidance counselor, and grade band team to assist with the daily function of the school. The curriculum coordinator and guidance counselor also serves as a team chair and coordinator during meetings with parents, teachers, and district office personnel. The Bonifay K-8 school uses school-wide assessments (STAR, DAR, etc.), district-wide assessments (district created progress monitoring assessments, i-Ready diagnostic assessments), along with state assessments (FSA, NGSSS Science Assessments, End of Course Exams) to determine the academic needs of students, effectiveness of curriculum, and training needs of our staff. It is the duty of the curriculum coordinator to oversee these tasks and help implement any changes. The curriculum coordinator leads and evaluates core content standards, identifies student needs, identifies appropriate intervention strategies, assists with screening and on-going progress monitoring, data collection and analysis; and provides professional development to support the implementation of Tier 1, Tier 2, and Tier 3 interventions/ differentiation. The School Improvement Plan is created by the curriculum coordinators with the assistance and input of all team members.
Steverson, Tiffany	Assistant Principal	The 3-5 assistant principal works directly with the principal to ensure the coordination and supervision for the daily school activities. The assistant principal aides in the common goal of the leadership team of effectively implementing the district plan for MTSS. The assistant principal also assists with disciplinary and attendance issues, along with carrying out the principal's decisions.

Demographic Information

Principal start date
Sunday 1/6/2019, Parker Bowers C

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

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

Total number of teacher positions allocated to the school
86

Demographic Data

2020-21 Status (per MSID File)	Active
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Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	N/A

Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Number of students enrolled	115	127	117	99	100	109	119	134	117	0	0	0	0	1037
Attendance below 90 percent	18	22	16	10	19	29	20	22	19	0	0	0	0	175
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in ELA	5	3	3	0	0	0	0	0	0	0	0	0	0	11
Course failure in Math	3	1	0	0	0	0	1	0	0	0	0	0	0	5
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	7	11	27	19	0	0	0	0	67
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	17	12	22	17	0	0	0	0	71

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students with two or more indicators	3	1	0	0	3	8	6	20	15	0	0	0	0	56

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Retained Students: Current Year	12	9	2	1	0	1	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	1	0	0	0	1	0	0	0	0	0	0	2

Date this data was collected or last updated

Thursday 9/24/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Number of students enrolled	152	133	124	115	130	134	166	140	125	0	0	0	0	1219
Attendance below 90 percent	75	13	18	15	14	17	31	20	15	0	0	0	0	218
One or more suspensions	3	1	1	0	1	1	2	4	7	0	0	0	0	20
Course failure in ELA or Math	10	6	2	3	2	4	2	1	2	0	0	0	0	32
Level 1 on statewide assessment	0	0	0	4	28	32	44	32	28	0	0	0	0	168

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students with two or more indicators	4	1	2	2	9	8	8	6	10	0	0	0	0	50

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Retained Students: Current Year	26	8	3	3	0	2	0	1	0	0	0	0	0	43
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	152	133	124	115	130	134	166	140	125	0	0	0	0	1219
Attendance below 90 percent	75	13	18	15	14	17	31	20	15	0	0	0	0	218
One or more suspensions	3	1	1	0	1	1	2	4	7	0	0	0	0	20
Course failure in ELA or Math	10	6	2	3	2	4	2	1	2	0	0	0	0	32
Level 1 on statewide assessment	0	0	0	4	28	32	44	32	28	0	0	0	0	168

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	4	1	2	2	9	8	8	6	10	0	0	0	0	50

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	26	8	3	3	0	2	0	1	0	0	0	0	0	43
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	55%	53%	61%	53%	51%	60%
ELA Learning Gains	54%	53%	59%	55%	51%	57%
ELA Lowest 25th Percentile	45%	43%	54%	45%	43%	52%
Math Achievement	55%	53%	62%	51%	51%	61%
Math Learning Gains	59%	57%	59%	47%	50%	58%
Math Lowest 25th Percentile	48%	47%	52%	48%	44%	52%
Science Achievement	50%	52%	56%	65%	50%	57%
Social Studies Achievement	77%	72%	78%	71%	71%	77%

EWS Indicators as Input Earlier in the Survey										
Indicator	**Grade Level (prior year reported)**									**Total**
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	60%	59%	1%	58%	2%
	2018	49%	57%	-8%	57%	-8%
Same Grade Comparison		11%				
Cohort Comparison						
04	2019	55%	55%	0%	58%	-3%
	2018	56%	52%	4%	56%	0%
Same Grade Comparison		-1%				
Cohort Comparison		6%				
05	2019	51%	52%	-1%	56%	-5%
	2018	51%	49%	2%	55%	-4%
Same Grade Comparison		0%				
Cohort Comparison		-5%				
06	2019	56%	48%	8%	54%	2%
	2018	44%	46%	-2%	52%	-8%
Same Grade Comparison		12%				
Cohort Comparison		5%				
07	2019	53%	51%	2%	52%	1%
	2018	47%	40%	7%	51%	-4%
Same Grade Comparison		6%				
Cohort Comparison		9%				
08	2019	51%	48%	3%	56%	-5%
	2018	66%	57%	9%	58%	8%
Same Grade Comparison		-15%				
Cohort Comparison		4%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	50%	47%	3%	62%	-12%
	2018	58%	58%	0%	62%	-4%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	64%	60%	4%	64%	0%
	2018	69%	68%	1%	62%	7%

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Same Grade Comparison		-5%				
Cohort Comparison		6%				
05	2019	49%	50%	-1%	60%	-11%
	2018	54%	50%	4%	61%	-7%
Same Grade Comparison		-5%				
Cohort Comparison		-20%				
06	2019	56%	52%	4%	55%	1%
	2018	36%	37%	-1%	52%	-16%
Same Grade Comparison		20%				
Cohort Comparison		2%				
07	2019	66%	61%	5%	54%	12%
	2018	46%	46%	0%	54%	-8%
Same Grade Comparison		20%				
Cohort Comparison		30%				
08	2019	31%	35%	-4%	46%	-15%
	2018	18%	30%	-12%	45%	-27%
Same Grade Comparison		13%				
Cohort Comparison		-15%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	49%	48%	1%	53%	-4%
	2018	55%	47%	8%	55%	0%
Same Grade Comparison		-6%				
Cohort Comparison						
08	2019	51%	41%	10%	48%	3%
	2018	71%	58%	13%	50%	21%
Same Grade Comparison		-20%				
Cohort Comparison		-4%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	77%	73%	4%	71%	6%
2018	70%	67%	3%	71%	-1%
Compare		7%			

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	74%	46%	28%	61%	13%
2018	50%	40%	10%	62%	-12%
Compare		24%			
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	0%	32%	-32%	57%	-57%
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2016-17**	**C & C Accel 2016-17**
SWD	22	36	30	23	45	46	20	56			
BLK	30	43	46	21	51	50	28				
HSP	24	36		28	36		25				
MUL	50	50		42	45						
WHT	57	55	45	59	61	50	54	77	37		
FRL	50	51	44	49	56	46	42	70	29		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2015-16**	**C & C Accel 2015-16**
SWD	18	38	39	25	47	44	22	47			
BLK	27	43	36	25	35	24	31	45			
HSP	38	60		47	69	73					
MUL	53	58		37	42						
WHT	55	55	46	53	47	49	68	74	48		
FRL	44	50	44	43	45	50	55	67	24		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	53

ESSA Federal Index	
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	479
Total Components for the Federal Index	9
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	30
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	1
Multiracial Students	
Federal Index - Multiracial Students	47
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The Science component showed the lowest performance. The fifth grade science teachers were teaching multiple subjects.

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

Eighth grade Science is showing the greatest decline. Based on prior years performance on Science progress monitoring, this cohort performs poorly on Science assessments.

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

Eighth grade Math has the greatest gap compared to the state average because all students who scored a level one or two were in this class. Students who previously scored a level three on FSA were in Algebra I and took the Algebra I EOC. Strategic differentiated instruction was not provided.

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

Algebra I has shown the most improvement. This is due to the Algebra I teacher returning from maternity leave from the year before.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Attendance would be a major concern and our lowest scoring students on statewide assessments.

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

1. Learning Gains
2. Learning Gains within our Lowest Quartile
3. Attendance
4. Science Proficiency

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to Learning Gains	
Area of Focus Description and Rationale:	Evidence is there to support a continued effort to increase learning gains. Learning gains show how each student is improving and learning from one year to the next. While they may only have improved within their grade level, they are still showing improvement. This is as important as proficiency, if not more.
Measureable Outcome:	By the end of the 2020-2021 school year, students taking the Florida Standards Assessment will show an increase in learning gains from the 2019 Florida Standards Assessment.
Person responsible for monitoring outcome:	Amy Tate (tatea@hdsb.org)
Evidence-based Strategy:	Students will be assessed three times a year using the i-Ready Diagnostic tool. Between these assessments Growth Monitoring Assessments will be conducted with i-Ready. In addition, students will complete lessons on their pathway that have been prescribed by i-Ready based on their diagnostic results.
Rationale for Evidence-based Strategy:	i-Ready is research based and provides a great deal of information when it comes to intervening when our students are struggling. In addition, students working above grade level are encouraged and pushed even higher.

Action Steps to Implement

1. I-Ready Diagnostic Assessments will be given three times a year.
2. Students are prescribed interventions and are required to use i-Ready 45 minutes per week.
3. I-Ready Growth Monitoring Assessments are made between Diagnostic Assessments.
4. Data Analysis will be conducted by classroom teachers and along with school leadership to ensure students are on track to make learning gains.

Person Responsible	Amy Tate (tatea@hdsb.org)

#2. Other specifically relating to Learning Gains Within our Lowest Quartile	
Area of Focus Description and Rationale:	Learning gains for all students is important; however, learning gains for your lowest quartile is extremely important. If those students do not make learning gains from one year to the next, gaps appear within their learning. Without interventions in place, those gaps can result in a significant decline in achievement and understanding of content in each subject. The impacts of such a gap could be felt through many years.
Measureable Outcome:	By the end of the 2020-2021 school year, students within the lowest quartile on the Florida Stndards Assessment will show learning gains in English Language Arts and Mathematics.
Person responsible for monitoring outcome:	Melissa Ward (wardm@hdsb.org)
Evidence-based Strategy:	Bonifay K-8 will utilize the Multi-Tiered System of Support targeting students for Reading Interventions. In addition, BK8 will follow the District Reading Plan. Fifth through eighth grade Reading Interventions will included using the Strategic Instruction Model (SIM) strategies for Tier III support. In K-4 Tier III Reading Interventions will consist of SRA (Science Research Associates, Inc.).
Rationale for Evidence-based Strategy:	Students who are in our lowest quartile are obviously struggling and need to be placed on Tier II or Tier III within our Multi-Tiered System of Support.

Action Steps to Implement

1. Data Analysis
2. Identify Students
3. Determine their Placement
4. Determine the appropriate Intervention
5. Conduct MTSS meetings to track to progress of the interventions and student needs.

Person Responsible   Melissa Ward (wardm@hdsb.org)

#3. Leadership specifically relating to Walkthroughs

Area of Focus Description and Rationale:	Informal walkthroughs are conducted by the principal and assistant principal. Formal walkthroughs/observations for teacher evaluation are conducted by the principal. However, on-going informational walkthroughs for classroom instructional practice need to be conducted by curriculum coordinators to ensure that instructional practices are being driven by data and student needs. An increase in teacher-coach observation/data analysis is needed in order to formatively assess instructional choices and effectiveness.
Measureable Outcome:	Teachers will conduct a monthly data analysis of their student's growth. Teachers will be observed monthly by curriculum coordinators.
Person responsible for monitoring outcome:	Amy Tate (tatea@hdsb.org)
Evidence-based Strategy:	Data Analysis is key in order to understand the instructional strategies needed in the classroom. To ensure those instructional strategies are actually taking place, monitoring is needed.
Rationale for Evidence-based Strategy:	In order to improve proficiency levels and learning gains, data analysis is needed. Monitoring the implementation of instructional strategies that are driven by the specific data is key to ensure fidelity.

Action Steps to Implement

1. Obtain student data by teacher/curriculum coordinator
2. Analyze Student Data
3. Determine Instructional Strategies to be Used
4. Classroom Walkthroughs/Observations by Curriculum Coordinator
5. Follow-up with Curriculum Coordinator when needed

Person Responsible	Amy Tate (tatea@hdsb.org)

No description entered

Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Areas from the Needs Assessment/Analysis identified earlier in Section 2.E. have been addressed in the previous Areas of Focus. Specifically, those areas were pertaining to Learning Gains for all students and Learning Gains for Bonifay K-8's lowest quartile. In addition, Bonifay K-8 will focus on Science Proficiency levels. Teachers will use a multi-sensory approach to enhance instruction and engage students. Progress monitoring will provide valuable insight to curriculum coordinators and Science instructors to help guide instruction and learning. Students will participate in labs and activities in small groups to further enhance learning as well as increase depth of knowledge on NGSSS Science Standards. By utilizing Science progress monitoring assessments, teachers can tailor instruction to the areas of most need.

Attendance is an area the shows high numbers on our Early Warning System in Focus. Attendance obviously effected learning because if the student is not at school he or she is missing instruction. Bonifay K-8 will continue absence monitoring and parent contact. Additionally, we would like to implement a reward system to decrease the number of students with ten or more absences.

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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

Parents and community members are invited and encouraged to become active members of the School Advisory Council and provide input in the development of all plans related to school improvement. Bonifay K-8 makes community involvement a priority. We work to communicate effectively with parents, local businesses, and other stakeholders. We listen to input from the community. Leadership at BK-8 listens to parent comments from family nights, advisory meetings, and parent conferences. We recognize that the community will lend the school its trust when members realize that their voices are heard.

Bonifay K-8 works to provide the opportunity for the community to participate. The community and families in particular are encouraged to attend sporting events, family nights, plays/ musicals, and other special events at school. BK-8 advocates for additional outreach from

families/community members to schools--telephone calls, direct requests and feedback. In addition to the PTO and the school Boosters, last year the school implemented a program called Helping Hands, which consists of a team of parent volunteers. The Helping Hands volunteer their time during each week completing needed school tasks (photocopying, counting/distributing materials to teacher boxes, small projects, etc.) This program has continued in to this school year.

Our school has three guidance counselors who work diligently with students to provide counseling, mentoring, and various other services as need. They each meet individually with students, set goals, track progress and reward positive behavior. Our school district also has two social workers that are available as a resource. When needed, additional counselors and psychologists are consulted. Outside services may also be utilized when specific needs are identified.

In addition, students at Bonifay K-8 must identify one person in which they feel comfortable in a crisis situation, or during a time that they need someone to talk with. That employee's name is recorded in our school data system (Focus) under the student's information. When needed, that student may report to that school employee for mentoring/guidance. All school board employees have been trained in mental health awareness. Also, in response to the requirement that evolved after the Marjory Stoneman Douglas shooting, our school has developed a Threat Assessment Team that determines if an individual is a threat to themselves or others. The model that Florida has adopted to use (The Virginia Student Threat Assessment Guidelines) fits perfectly within our current MTSS system. This model is evidence-based and is supposed to help decrease suspensions and improve school culture.

Supplemental education services are provided through outside agencies to ensure essential services for our students in order to meet each need of our diverse population. Holmes District works in coordination with the Holmes County Health departments and CARE to provide education in nutrition and healthy lifestyle choices. In addition, Bonifay K-8 school works with the Children's Advocacy Center in order to provide mental health and safety classes for our students in fifth through eighth grade.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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Part V: Budget			
1	III.A.	Areas of Focus: Other: Learning Gains	$0.00
2	III.A.	Areas of Focus: Other: Learning Gains Within our Lowest Quartile	$0.00
3	III.A.	Areas of Focus: Leadership: Walkthroughs	$0.00
		Total:	$0.00