

Holmes District School Board

Bonifay Middle School



2016-17 Schoolwide Improvement Plan

Bonifay Middle School

401 MCLAUGHLIN AVE, Bonifay, FL 32425

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 5-8	Yes	86%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	13%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Holmes County School Board on 12/6/2016.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Bonifay Middle School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Bonifay Middle School's mission is to promote positive self-concepts, academic excellence, enrichment opportunities, acceptable social behavior, and self-discipline in order for all students to become productive, contributing citizens in the technologically oriented society.

b. Provide the school's vision statement.

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

2. School Environment

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

First, teachers must build relationships with students and their parents. Students must feel that they belong and are accepted. Politeness, friendliness, kindness, fairness, respect and empathy are important factors in establishing a sound teacher-student relationship. At the outset of each school year, teachers need to invest time getting to know students and their families. These activities will set a positive, professional tone and form a friendly foundation for ongoing home-school communication throughout the school year. Many teachers at BMS send a letter of introduction or e-mail to parents that includes classroom expectations, curricular goals, a personal introduction, an invitation for parental involvement, and professional contact information. This simple act begins the school year on a positive note and indicates to families that we value their thoughts and opinions.

Second, in order to learn, teachers must listen actively and carefully to their students, putting themselves in their students' places and learning to read between cultural lines. Teachers might also listen to their students' conversations with their classmates. The things they talk about and ask teachers to discuss and explain are the areas that concern them the most.

Finally, teachers must take advantage of available resources: books, articles, films, music, audio recordings, and material from the Internet that can assist them in learning more about their students' cultures. A top priority is effective communication. Teachers also need to become proficient verbal and nonverbal communicators to interact effectively with all students and all families. Establishing quality teacher-student-parent communication doesn't just happen; it requires special skills and dispositions such as good listening techniques, tact, kindness, consideration, empathy, enthusiasm, an understanding of parent-child relationships, and an awareness and knowledge of cultural factors that affect communication.

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

Bonifay Middle School can:

1. Create a culture of belonging and acceptance so that all students feel not only safe but respected and valued. Rewarding students who show thoughtfulness and regard for their peers can help to grow this type of culture.

2. Ensure that students interact safely by monitoring them closely. Teachers and administrators can identify areas with the greatest risk of disciplinary incidents and supervise those areas with extreme care.
3. Engage all school staff in maintaining a safe environment. Teachers, bus drivers, cafeteria staff, office staff, librarians, school nurses, and others see and influence students every day. Messages reach kids best when they come from many different adults who talk about and show respect and inclusion.
4. Manage student behavior in the classrooms. Behaviors learned in the classroom will carry over into other areas of the school.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Because BMS recognizes that effective classroom management is essential for not only creating a safe environment but also for establishing student engagement during instructional time. With this in mind, BMS has a school wide behavior system in place.

First there are clear expectations for behavior that are consistent throughout the school. Taking our school mascot, the blue devils, a motto has been created and is displayed in hallways, common areas, and classrooms. The motto is an acronym formed from the letters of the mascot that communicates our expectations for behavior; thus creating a memorable and easily communicated mnemonic.

BMS follows a protocol for disciplinary incidents that is consistent with our district Code of Student Conduct. Students are provided planners at the beginning of each school term. In the planners are printed discipline referral pages. The pages are utilized to record the instance, with consequences escalating as the total number of incidents increases. This allows discipline to remain constant and allows all teachers to evaluate student behaviors in other class periods. Parent contact is the first level of consequence after a verbal warning. Keeping parents informed and involved is at the center of the BMS plan to maintain discipline as well as high educational standards. In the event of a class II or class III offense, students are immediately referred to an administrator.

Training for all personnel was held during the initial school term that this plan was implemented. For all following years, new instructors and staff are trained by grade level team leaders, academic department heads, or administration.

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

BMS has a guidance counselor who works closely with administration to keep them aware of the various issues that arise with students. When needed, additional counselors and psychologists are consulted. Outside services may also be utilized when specific needs are identified.

3. Early Warning Systems

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

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

Holmes District's student information system includes the early warning system indicators for attendance below 90%, one or more suspensions, course failure, and level 1 on statewide assessments. A red check mark will appear next to student names who are flagged by the early warning system; thus, the system will make it easy for all teachers to quickly identify at risk students.

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

1. 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	
Attendance below 90 percent	0	0	0	0	0	15	18	22	13	0	0	0	0	68
One or more suspensions	0	0	0	0	0	11	18	16	14	0	0	0	0	59
Course failure in ELA or Math	0	0	0	0	0	3	2	3	7	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

At this time, no students are identified by the early warning system. When a student is identified, specific intervention strategies are in place to enact. Parent contact is the first strategy to put into place. Parent conferences and communication are paramount to student success. Educating parents about the Focus Parent Portal and the use of planners at BMS can often solve problems. Secondly, students may be sent to another class, TIPS, to complete missing work and receive help in courses rather than reporting to enrichment courses. The attendance clerk notifies the principal of students with excessive absences so that the school resource officer may be called upon to make home visits.

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/324035>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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

Bonifay Middle School recognizes the importance of school improvement to occur with the community and not just within the confines of our institution. With this in mind, BMS practices the following steps to ensure that we not only create but also sustain partnerships with our local community.

1. BMS makes community involvement a priority. We work to communicate effectively with parents, local businesses, and other stakeholders. Only through active involvement can the community become true advocates for school growth.
2. BMS listens to input from the community. Leadership at BMS studies the results of surveys and parent comments gleaned from family nights, advisory meetings, and parent conferences. We recognize that the community will lend the school its trust when members realize that their voices are heard.
3. BMS works to provide the opportunity for the community to participate. The community and families in particular are encouraged to attend sporting events, family nights, and other special events at school. BMS advocates for additional outreach from families / community members to schools—telephone calls, direct requests and feedback.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Etheridge, Donald	Principal
Short, Pam	Instructional Coach
Alford, Pam	School Counselor
Bowers, Chey	Assistant Principal

b. Duties

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

The leadership team will work toward a common goal of effectively implementing the district plan for RtI. The team will meet quarterly to review data, identify at-risk students, discuss and share effective instructional practices, make plans regarding interventions, and document progress.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

School based leadership teams will meet regularly to monitor the progress and implementation of MTSS and SIP. The principal provides leadership and vision to ensure data-based decisions, oversees and assesses implementation of the district RtI plan. General Ed / ESE teachers provide

information about core instruction, gathers student data, provide interventions at Tier 1, works with others to implement strategies at the Tier 2 and 3 levels. The instructional coach 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, provides professional development to support the implementation of Tier 1, Tier 2, and Tier 3 interventions. The guidance counselor provides support for students, teachers and parents through the MTSS process.

Supplemental educational services are provided through outside agencies to provide the essential additional remediation that is required for our struggling students. Funding is also utilized at our district level to provide professional development, family involvement, and technology needs. Title I, Part A works in coordination with Title I, Part D, Title II, Title III, and Title VI, Part B. Bonifay Middle School has a very low percentage of migrant students. Our school will work with the district office to ensure that services and support is provided to parents and students. Our district receives the funds for Title I, Part D and coordinates all services. These funds are utilized for neglected, delinquent and as-risk students. Title VI, Part B funds provide after school tutoring. Title X Homeless funds assist identified homeless students with school supplies, medical care and tutoring opportunities. Holmes District works in coordination with the Holmes County Health Department and CARE to provide education in nutrition and healthy lifestyle choices.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jace Albury	Business/Community
Pam Alford	Teacher
Donald Etheridge	Principal
Warren Bailey	Business/Community
Jeffery Johnson	Business/Community
Pam Short	Teacher
Jill Cook	Teacher
Chris Nelson	Business/Community
Michael Goodson	Parent
Travis Cook	Teacher
Cynthia Goodson	Teacher
Kasey Treadwell	Parent
Kathy Lee	Teacher
Kevin Peel	Parent
Travis Johnson	Parent
Kelley McKee	Teacher
James Pilcher	Parent
Mika Marshall	Teacher
Valerie Wink	Teacher
Megan Bowen	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC found it extremely difficult to evaluate the 2014-2015 SIP due to the fact that very little data is available. However, the committee did find that BMS scored very close to the state average in most areas. For this reason, the SAC agree to continue working towards the same goals.

b. Development of this school improvement plan

SAC members met and discussed priority targets needing to be addressed in this school improvement plan. SAC met to determine roles and goals of the committee and its members for the school year.

c. Preparation of the school's annual budget and plan

The school's annual budget and plan will be developed at the next scheduled SAC meeting.

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

SAC will determine priority projects at Bonifay Middle School and then allocate the funds for each project.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Short, Pam	Instructional Coach
Alford, Pam	School Counselor
Bowers, Chey	Assistant Principal
Etheridge, Donald	Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Major initiatives of the LLT will be to work closely to analyze previous years data and current progress monitoring data to identify targets that will lead to great student achievement. LLT will also work to increase the rigor of lessons and the complexity of texts used in all classes.

D. Public and Collaborative Teaching

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

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

The leadership team believes strongly in allowing time for collaboration between teachers and recognizes the importance this component plays in creating a positive work environment. When creating the master schedule for each school term, common planning for grade levels/content area teachers is written into the schedule whenever possible. In addition, BMS schedules monthly grade level and content area meetings. Faculty meetings are also held on a monthly basis. Quarterly meetings are also held with a focus on identification of struggling students and planning for intervention.

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

The SBLT will meet and discuss strategies to support and encourage the retention of highly qualified teachers and will discuss strategies to recruit highly qualified personnel. The leadership at BMS recognizes the need to ensure that teachers of the highest quality feel appreciated and respected. Teachers may be spotlighted on the school website, featured in newspaper articles, recognized on the closed circuit bulletin board, or acknowledged at a faculty meeting. Small gestures can mean a lot in creating a sense of satisfaction in where you work. All teachers are recognized during teacher appreciation week with breakfast and gifts such as lanyards, calendars, pens, etc.

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

Cynthia Goodson, ESE teacher, will partner with Beth Lewis, a newly hired ESE teacher. The goal for this team will be to support our first year teacher in managing the duties and responsibilities of teaching. Mentors will meet regularly with the beginning teachers to assist in this process.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Core instructional programs and materials utilized at Bonifay Middle School are aligned to Florida's standards. Holmes District works as a single entity to research and evaluate all materials prior to purchase. BMS plays a role in this process. At the school level, teachers review the materials carefully before making a recommendation. Teachers explore lesson content as well as instructional methods for each instructional program. Noting that standards are addressed thoroughly and in a logical fashion are pivotal in making a recommendation. Evaluation occurs independently at each school prior to a district committee forming. The district committee discusses and makes a decision for the district which BMS abides by.

b. Instructional Strategies

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

Data is the driving force of differentiation at BMS. In a typical year, state assessment data would be available. Because no state data is current, BMS will utilize past performance and teacher recommendation as a screening tool to allow the leadership team to divide students into classes. At the beginning of the school term, a baseline progress monitoring assessment is administered for reading, math, and science. This allows teachers to get an idea of where the students are; thus,

teachers are better able to plan instruction to meet needs. The individual student results are then used to form small groups for targeted instruction. By studying the results of the baseline assessment, teachers can group students with similar deficits / strengths into groups to provide opportunities to remediate, reteach, or extend learning. Progress monitoring continues with these subject areas two additional times prior to state testing.

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

Strategy: After School Program

Minutes added to school year:

The focus of this program is to provide expanded academic enrichment opportunities for children attending Title 1 eligible schools. WINGS, the after school program, provides a range of high-quality services to support student learning and development, including, but not limited to: tutoring and mentoring, academic enrichment (e.g., homework assistance, reading, math, science, and technology programs), service learning, character education, physical education and recreational activities, and dropout prevention.

Strategy Rationale

On the 2012 FCAT, 39% of the students in the district scored below Level 3 (proficiency) in Reading and 34% scored below Level 3 in Math, thus indicating an exceptionally strong need for remedial services in core academic areas. None of the targeted schools made AYP in the 2010-2011 school year. Primarily, students with disabilities and economically disadvantaged students were the common subgroups that did not meet the proficiency targets in both reading and math. Many of the students participating in the program have discipline problems which require more instructors to provide closer supervision. Average median incomes in Holmes County falls 30% below the state average according to the U.S. Census Bureau information from 2009. This obstacle stands in the way of youth and their families receiving needed services in the targeted communities. Often this factor prevents youth and their families from participating in the after-school programs, traveling to cultural enrichment presentations, engaging in recreational activities and accessing services such as literacy/tutoring and physical, mental, and social health services. Students with an FCAT score of 2 or below will be targeted first for enrollment. After the initial enrollment, any open slots will be filled with Level 3, 4, and 5 students. A registration packet will be sent home at school orientations, at the beginning of the school year, and also at the request of a parent, a teacher or the administration.

The overall goal of the WINGS program is to provide quality educational, developmental, and recreational services to students at risk of academic failure. WINGS will promote educational and social benefits and positive behavioral changes.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bowers, Chey, bowersc@hdsb.org

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

Florida State Assessment results for ELA and Math along with FCAT 2.0 (Science) results will be used from each site for each academic year as base-line data to target low performing students, and to refine, improve and strengthen the program. Student grades for quarters 1, 2 and 4 will be collected by the lead coordinator. Grades will be entered into a data sheet that will be given to each site coordinator and will be used to further assist students that are struggling in academic areas and are at risk of retention. Adjustments and intervention strategies will be made and implemented as needed at each site to ensure students are progressing in school.

For character education, and health/nutrition, a pre, mid, and posttest will be administered using a program created assessment. Dropout Prevention will be assessed through reported grade promotion in the student information system. Participation in family literacy activities will be

assessed through school and community-based sign in sheets. Family literacy skills will be assessed with surveys. Analysis for these objectives will be made in August, December, and April.

Observations at the beginning of the program will be used to drive the instruction during the program. The lead coordinator will input all results into the data collection sheet in a timely manner. The results of each assessment will be compared noting the students who decrease, maintain or increase in the skills being tested. Program activities will be evaluated and modified/adjusted based on analysis of data as needed. The Project Director and evaluator will review and analyze the data collected for the Baseline, Mid-Year, Formative, Summative and End-of-Year collection reports as required. The evaluator will prepare a final report on the success of the WINGS 21st CCLC project that will be disseminated to all stakeholders as well as being posted on the website. The evaluations will be made available to the public through the district website, reports sent home with the parents, and the Advisory Board. During the advisory board meetings, stakeholders will be given information and program updates. Evaluation deliverables will include the Formative Evaluation Summary, Summative Report, Baseline Data, Mid-Year Data, End-of-Year Data Collection Report and USED federal report as required by the grant.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

To support incoming fifth grade students, BMS invites the students to tour the school at the end of their fourth grade year. Classes from our feeder elementary school bring the students over for a tour of our campus. We also hold an orientation for students and parents prior to the start of each school year. Parents and students are able to meet teachers and visit the facilities. These strategies work to alleviate the apprehension of changing schools.

In order to provide assistance to our eighth grade students who are transitioning to our local high school, BMS works in conjunction with the high school. The guidance departments work together to educate our students about graduation requirements and to assist students in creating a blueprint of courses needed in high school. Students and parents attend a registration night at the high school to choose courses, meet an adviser, and visit the facility. Working with the high school to prepare our students for the transition has proven to be a successful strategy.

b. College and Career Readiness

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

Every eighth grade student has a career education class in their curriculum, which includes attending a career fair. The guidance counselor is readily available for consultation and advising in course selections. Eighth grade students have the opportunity to visit the high school and meet with faculty and counselors to advise them in the transition from middle to high school.

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

BMS offers students the opportunity to begin working towards certification in a business academy. Students learn how to become proficient in Microsoft Office, specifically Word and Powerpoint. They may also take the industry certification exam in those areas.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Each content area works to incorporate real world activities and to create realistic applications of content in daily instruction. Invitations to locals who work in various career fields are extended to share with students how the content is used in their job.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

BMS recognizes and celebrates the need for higher education. Our faculty and staff work year round to establish a culture of questioning, exploring, and learning. To foster growth in student readiness for post-secondary education, BMS promotes reading and math. Math and reading courses offer differentiated instruction through targeted small groups in order to meet the individual needs of our students. The math department organizes a school math competition to provide motivation for our students to excel in math. Winners move on to participate in a district competition. Reading teachers collaborate with other content area teachers to promote reading of informational text. We know that our students must be able to adequately comprehend informational text to be successful at the next level.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Through increased collaborative efforts and more thorough data analysis, Bonifay Middle School students will meet or exceed the state average proficiency score on the Florida Standards Assessment English Language Arts and Math.

Strategic Goals Detail

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

G1. Through increased collaborative efforts and more thorough data analysis, Bonifay Middle School students will meet or exceed the state average proficiency score on the Florida Standards Assessment English Language Arts and Math. 1a

G087441

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	51.0
FSA Mathematics Achievement	51.0

Targeted Barriers to Achieving the Goal 3

- Implementing strategies that will meet the individual needs of students

Resources Available to Help Reduce or Eliminate the Barriers 2

- Bonifay Middle School faculty and administration, professional development opportunities provided through the district

Plan to Monitor Progress Toward G1. 8

Data analysis meetings

Person Responsible

Donald Etheridge

Schedule

Quarterly, from 11/2/2016 to 6/10/2017

Evidence of Completion

Data analysis

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  **S123456** = Quick Key

G1. Through increased collaborative efforts and more thorough data analysis, Bonifay Middle School students will meet or exceed the state average proficiency score on the Florida Standards Assessment English Language Arts and Math. **1**

 **G087441**

G1.B1 Implementing strategies that will meet the individual needs of students **2**

 **B232415**

G1.B1.S1 Faculty and administration will meet on a regular basis to analyze data from previous FSA scores, progress monitoring assessments, teacher observations and student performance to ascertain gaps in learning / instruction and/or standards that need to be retaught or addressed. **4**

 **S245317**

Strategy Rationale

Collaboration between administration and instructors will lead to a more effective instructional plans.

Action Step 1 **5**

data meeting with a member of the school leadership team

Person Responsible

Donald Etheridge

Schedule

Quarterly, from 9/1/2016 to 6/10/2017

Evidence of Completion

meeting minutes, lesson plans reflecting areas of need

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Participation in meetings

Person Responsible

Donald Etheridge

Schedule

Quarterly, from 8/18/2016 to 6/10/2017

Evidence of Completion

Meeting minutes

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

BMS Leadership Team meetings

Person Responsible

Donald Etheridge

Schedule

Quarterly, from 8/18/2016 to 6/10/2017

Evidence of Completion

Meeting minutes

G1.B1.S2 Content area meetings and grade level meetings will occur monthly to effectively plan for differentiated, targeted, small group instruction. 4

S245318

Strategy Rationale

Regular time set aside to collaborate will lead to a more focused effort to address the individual needs of students

Action Step 1 5

Grade level and department meetings

Person Responsible

Donald Etheridge

Schedule

Monthly, from 9/1/2016 to 6/10/2017

Evidence of Completion

meeting minutes, lesson plans reflecting differentiated instruction

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

participation in meetings

Person Responsible

Donald Etheridge

Schedule

Quarterly, from 9/1/2016 to 6/10/2017

Evidence of Completion

lesson plans, classroom walk-through notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Classroom walk throughs, evaluation of lesson plans

Person Responsible

Donald Etheridge








Schedule

Quarterly, from 9/1/2016 to 6/10/2017

Evidence of Completion

lesson plans, notes from classroom walk throughs

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1  M330541	Data analysis meetings	Etheridge, Donald	11/2/2016	Data analysis	6/10/2017 quarterly
G1.B1.S1.MA1  M330537	BMS Leadership Team meetings	Etheridge, Donald	8/18/2016	Meeting minutes	6/10/2017 quarterly
G1.B1.S1.MA1  M330538	Participation in meetings	Etheridge, Donald	8/18/2016	Meeting minutes	6/10/2017 quarterly
G1.B1.S1.A1  A317536	data meeting with a member of the school leadership team	Etheridge, Donald	9/1/2016	meeting minutes, lesson plans reflecting areas of need	6/10/2017 quarterly
G1.B1.S2.MA1  M330539	Classroom walk throughs, evaluation of lesson plans	Etheridge, Donald	9/1/2016	lesson plans, notes from classroom walk throughs	6/10/2017 quarterly
G1.B1.S2.MA1  M330540	participation in meetings	Etheridge, Donald	9/1/2016	lesson plans, classroom walk-through notes	6/10/2017 quarterly
G1.B1.S2.A1  A317537	Grade level and department meetings	Etheridge, Donald	9/1/2016	meeting minutes, lesson plans reflecting differentiated instruction	6/10/2017 monthly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	data meeting with a member of the school leadership team	\$0.00
2	G1.B1.S2.A1	Grade level and department meetings	\$0.00
Total:			\$0.00