

Bonifay K 8 School

140 BLUE DEVIL DR, Bonifay, FL 32425

<http://bk8.hdsb.org/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	14%

School Grades History

Year
Grade

School Board Approval

This plan was approved by the Holmes County School Board on 12/5/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Bonifay K 8 School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

While providing a safe, 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.

b. 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.

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 the Bonifay K-8 School 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. In addition, teachers utilize various holidays to identify and celebrate the varying cultures within the classrooms. For example, some classrooms have a yearly holiday luncheon in which they invite parents to join their children for a holiday feast within the classroom. Families are encouraged to bring their favorite holiday dish and children share about their favorite family tradition and how they may celebrate. Also, our Art and Music teachers provide various opportunities to study and learn about various cultures throughout the year.

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, and 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.

Various administration and staff are assigned at multiple duty posts throughout the school on a daily basis. We maintain consistency with the individuals at each post to allow the staff the opportunity to get to know the students and develop a relationship with them by seeing them daily. Also, we escort all non-school personnel throughout the school for visits and conferences to maintain security. This helps to provide a safe and secure environment for all students. In addition to these procedures, we have enacted a pick up system for grades Pre-K through 4 that involves accountability on the part of all stakeholders. Each Pre-K through 4 student has been provided a zip tag and four pick-up passes. The zip tag is attached to the student's backpack. It includes the student's name, teacher's name, and bus number and/or other mode of transportation. This insures the safe return of a student who is lost. The pickup passes are distributed to the adults who are on file as having permission to pick up the student. Each day a student is picked up the adult must present the pass. If the adult doesn't have the pass, he/she must go to the front office and present their photo id. If the receptionist doesn't recognize this person, she checks the student's record against the person's id. If all is clear, she gives the person a permission slip to pick up the student. The adult presents this slip to the original person for pickup. If an adult picks up a student at the front desk and the receptionist is familiar with them, photo ID isn't necessary. However, if the receptionist is unfamiliar with the adult or someone other than the receptionist is at the front desk, photo ID is required. Bonifay K-8 School creates 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.

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.

At the beginning of each school year all students, parents, and staff are provided with a student code of conduct book which clearly specifies protocols for disciplinary incidents and consequences for various infractions that may occur. School staff is instructed to review these protocols at the beginning of each year. Parents and students must read and sign a document stating that they have read and understand policies and expectations. Teachers also post classroom rules and expectations within each classroom, discussing and reviewing these as needed throughout the school year.

In grades 5-8, 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 Bonifay K-8 School 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.

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.

Our school has three guidance counselors who work diligently with students to provide counseling, mentoring, and various other services as needed. They each meet individually with students, set goals, track progress, and reward positive behavior. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	119	56	43	61	91	30	24	22	34	0	0	0	0	480
One or more suspensions	0	0	0	1	0	0	0	0	2	0	0	0	0	3
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	1	0	0	0	1

c. Describe all intervention strategies employed by the school to improve the academic performance of students 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 necessary to student success. Educating parents about the Focus Parent Portal and the use of Communicators and Planners at BK-8 can often solve problems. Secondly, students may be sent to the office to complete work they've missed. The teachers and/or attendance clerk notifies the guidance counselor of students with excessive absences so that the school resource officer may be called up on to make home visits.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

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.

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.

BK-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.

BK-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.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Jones, Rodd	Principal
Sallas, Beverly	Assistant Principal
Bowers, Chey	Assistant Principal
Ward, Melissa	Other
Goodson, Cynthia	Other
Hicks, Amy	Other
Sims, Laura	School Counselor
Alford, Pam	School Counselor
Hudson, Melissa	School Counselor

b. Duties

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

Our school leadership team is comprised of nine individuals which includes our principal, two assistant principals, three curriculum coordinators, and three guidance counselors. The principal and assistant principals work together to provide overall coordination and supervision for the daily school activities. Counselors and curriculum coordinators work directly with the principal and assistant principals to assist with the daily function of the school. They also serve as team chair and coordinator during meetings with parents, teachers, and District Office Personnel. The leadership team also works toward a common goal of effectively implementing the district plan for MTSS. The team will meet monthly to review data, identify at-risk students, discuss and share effective instructional practices, make plans regarding interventions, and document progress. The SIP is created by the curriculum coordinators with the assistance and input of all team members.

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.

The Bonifay K-8 School uses school wide assessments (STAR, DAR, etc.), district wide assessments (district created progress monitoring, 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.

School based leadership teams 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 MTSS plan. General Ed/ESE teachers provide information about core instruction, gathers student data, provide interventions at Tier I, works with others to implement strategies at the Tier 2 and 3 levels. The curriculum coordinators lead and evaluate 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 counselors provide 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 II, Title III, and Title VI, Part B. Bonifay K-8 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. 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
Rodd Jones	Principal
Ragan Kennedy	Parent
Adrienne Odum	Parent
Kevin Peel	Parent
Kim Burgess	Parent
Christine Sugars	Parent
Krystal Cook	Parent
Jonathan Davis	Parent
Melissa Ward	Education Support Employee
Erica Hewett	Parent
Amber Raddy	Parent
Kathy Gardner	Business/Community
Jamie Maines	Parent
Alice Simmons	Parent
Jessica Baggett	Parent
Chey Bowers	Education Support Employee
Rebecca Prince	Business/Community
JoAnn Baker	Business/Community
Amy Tate	Education Support Employee
Stacey French	Teacher
Cynthia Goodson	Education Support Employee
Trish Brannon	Parent
Miriam Beasley	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Advisory Council was made aware that the 2015-16 SIP was housed in a designated location in the front office. The document is available for viewing at any given time.

b. Development of this school improvement plan

At the first SAC meeting, members were offered a copy of last years School Improvement Plan. They were asked to review the plan and to offer suggestions as we prepared to complete this years plan. They were each given a form that included the curriculum coordinators names, phone numbers, and email addresses in order for them to conveniently return any comment they would like to make to help in the preparation of this years plan.

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

Mr. Jones, the principal, works directly with district personnel to monitor and utilize the school's annual budget. He also notifies the School Advisory Council of available funds allotted for the SAC and how they can be utilized for various items needed throughout the school.

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

The SAC used funds to purchase three Amazon Fire tablets for each K-4th grade classroom.

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
Bowers, Chey	Assistant Principal
Sallas, Beverly	
Hicks, Amy	Instructional Coach
Ward, Melissa	Instructional Coach
Goodson, Cynthia	
Jones, Rodd	Principal

b. Duties

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

The committee examines the reading curriculum at each grade level to ensure vertical alignment in the area of fluency and to determine the needs at each level ie. assessment tools, strategies, etc. The team also coordinates various literacy based activities and rewards throughout the school year to promote literacy achievement.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 and instructional planning among 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. The Bonifay K-8 School is departmentalized from fourth through eighth grade. Also, all grade level teachers have a common lunch with a separate designated space in the school's cafetorium in which they have the opportunity to eat together. All sixth through eighth grade teachers have a common lunch.

In addition, the Bonifay K-8 School schedules monthly grade level and/or content area meetings. Faculty meetings are scheduled on a needed basis. 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 principal at Bonifay K-8 hires teachers certified in high-need areas and provides opportunities for professional development to encourage ongoing high-quality instruction. All teachers new to the profession or new to the school are provided with a mentor to facilitate their introduction to our policies and procedures, and classroom management. Mentor teams meet weekly during a common planning time, or another designated time as needed.

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

Melanie Albury (fifth grade ELA teacher) is assigned as a mentor to Liza Tice due to the mentor's background in ELA and ESE. Liza Tice teaches full-time ESE and one section of eighth grade ELA. They also have room that are joined by a common space.

Valerie Wink (seventh grade ELA teacher) is assigned as a mentor to Lindsey Watson. Mrs. Wink is the seventh grade team leader. In addition, Mrs. Watson is one of the seventh grade inclusion teachers. As a result, Mrs. Wink (general education teacher) and Mrs. Watson (ESE teacher) co-teach for one class period during the academic day.

Nora Parish (eighth grade ELA teacher) is assigned as a mentor to Julie Stewart. Mrs. Parish is the eighth grade team leader. Also, Mrs. Stewart (ESE teacher) and Mrs. Parish (general education teacher) co-teach during one class period; Mrs. Stewart is the eighth grade inclusion teacher.

These pairings will meet weekly at a common time in order to share educational/instructional ideas, facilitate introducing the teachers to our school/county policies and procedures, along with aiding in classroom management.

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.

District personnel meets with the curriculum coordinator to select instructional materials that are aligned to the state standards with the help of grade level teachers. Also, all teachers are provided with a paper and electronic copy of the grade level standard for each subject area taught. Teachers are instructed to carefully coordinate their lesson plans to align with the specified state standards. Additionally, district personnel has provided training for the curriculum coordinator and teachers on how to select tasks that are "vetted" to enhance lessons within the curriculum. They've also provided extensive training on deciphering between aligned and nonaligned activities, resulting in a deeper focus on standards based teaching. Our teachers have also had the opportunity to come together with other teachers in the district to create curriculum maps and assessments, in the subject of math, which are aligned with the standards.

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.

The district has purchased the diagnostic assessment, I-Ready. We will monitor our students progress three times per year. This assessment prescribes lessons based on student outcomes on the assessment. For success to take place, the student is to spend 45 minutes per week engaged with this program.

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: Extended School Day

Minutes added to school year: 29,280

The overall goal of the WINGS after school program is to provide quality educational, developmental, and recreational services to students at risk of academic failure. WINGS will promote educational and social benefits and positive behavioral changes. In order to meet the program goals and objectives, the project will focus on the following program activities: 1.) remedial reading education activities and academic enrichment learning program; 2.) mathematics and science educational activities; 3.) physical and recreational activities; and 4.) parental involvement and family literacy.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Goodson, Cynthia, cynthia.goodson@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 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 post test 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Bonifay K-8 School is just what the name says. We house students from grades kindergarten thru eighth grade. Students from each grade level are familiar with the entire building because enrichment classes are held in different wings of the building. For example, a 4th grade student transitions to the 6th, 7th, and 8th grade wing in order to go to music. A kindergarten student must travel thru the 5th grade wing in order to get to the gym. So, throughout a students tenure at BK-8 they become familiar with the building, teachers, and transition from one area to another.

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 an industry certification class (CIW Internet Business Associates) offered in their curriculum, which includes the option to take a test certifying the student in that certain industry. 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.

Bonifay K-8 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.

Bonifay K-8 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, Bonifay K-8 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 the 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Through more thorough data analysis and increased collaborative efforts, Bonifay K-8 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 more thorough data analysis and increased collaborative efforts, Bonifay K-8 students will meet or exceed the state average proficiency score on the Florida Standards Assessment English Language Arts and Math. 1a

G097461

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 individual needs.

Resources Available to Help Reduce or Eliminate the Barriers 2

- I-Ready prescribes lessons that targets students individual needs after they have been assessed in both ELA and Math.

Plan to Monitor Progress Toward G1. 8

Teachers and leadership team members will review results of I-Ready assessments.

Person Responsible

Rodd Jones

Schedule

Triannually, from 9/18/2017 to 5/14/2018

Evidence of Completion

Assessment records and minute meetings

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 more thorough data analysis and increased collaborative efforts, Bonifay K-8 students will meet or exceed the state average proficiency score on the Florida Standards Assessment English Language Arts and Math. **1**

 G097461

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

 B261986

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 discover gaps in learning/instruction and /or standards that need to be retaught or addressed. **4**

 S277476

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

Rodd Jones

Schedule

Quarterly, from 9/1/2017 to 5/31/2018

Evidence of Completion

meeting minutes, lesson plans reflecting areas of need

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

data meeting with a member of the school leadership team

Person Responsible

Rodd Jones

Schedule

Quarterly, from 9/1/2017 to 5/31/2018

Evidence of Completion

meeting minutes, lesson plans reflecting areas of need

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

Participation in meetings

Person Responsible

Rodd Jones

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

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

S277477

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

Rodd Jones

Schedule

Monthly, from 9/1/2017 to 5/14/2018

Evidence of Completion

meeting minutes

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

participation in meetings

Person Responsible

Rodd Jones

Schedule

Monthly, from 9/1/2017 to 5/14/2018

Evidence of Completion

class room walk through notes

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

Classroom walk throughs

Person Responsible

Rodd Jones

Schedule

Monthly, from 9/1/2017 to 5/14/2018

Evidence of Completion

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
2018					
G1.MA1 M402978	Teachers and leadership team members will review results of I-Ready assessments.	Jones, Rodd	9/18/2017	Assessment records and minute meetings	5/14/2018 triannually
G1.B1.S2.MA1 M402976	Classroom walk throughs	Jones, Rodd	9/1/2017	notes from classroom walk throughs	5/14/2018 monthly
G1.B1.S2.MA1 M402977	participation in meetings	Jones, Rodd	9/1/2017	class room walk through notes	5/14/2018 monthly
G1.B1.S2.A1 A373903	Grade level and department meetings	Jones, Rodd	9/1/2017	meeting minutes	5/14/2018 monthly
G1.B1.S1.MA1 M402974	Participation in meetings	Jones, Rodd	8/14/2017	Meeting minutes	5/31/2018 quarterly
G1.B1.S1.MA1 M402975	data meeting with a member of the school leadership team	Jones, Rodd	9/1/2017	meeting minutes, lesson plans reflecting areas of need	5/31/2018 quarterly
G1.B1.S1.A1 A373902	Data meeting with a member of the school leadership team.	Jones, Rodd	9/1/2017	meeting minutes, lesson plans reflecting areas of need	5/31/2018 quarterly

V. Professional Development Opportunities

Professional development 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