

Holmes District School Board

Bonifay K 8 School



2021-22 Schoolwide Improvement Plan

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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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: C (53%) 2017-18: C (53%) 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Holmes County School Board on 10/12/2021.

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.

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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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	100%
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	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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SIP Authority

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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. 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	Position Title	Job Duties and Responsibilities
Bowers, Chey	Principal	<p>The principal works with all members of the leadership team. In addition, he works with each of the 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.</p> <p>The principal uses the Florida Principal Leadership Standards to govern his duties and responsibilities.</p>
Sallas, Beverly	Assistant Principal	<p>The 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.</p> <p>Even though each assistant principal works collaboratively with each other towards a common goal, each administrator has specific responsibilities. Mrs. Sallas coordinates threat assessment meetings, inputs the calendar events, organizes any faculty meetings, oversees the backpack tags/pickup passes, schedules evaluation walk-throughs and feedback, handles truancy and attendance concerns, organizes the bus line-up and is the point of contact for the bus drivers. In addition, she is responsible to organizing the distribution of school supply lists from grade level teams, summer school, and makes sure teachers/staff members have completed any end-of-year tasks before summer break. All assistant principals work together to coordinate teacher/staff appreciation events.</p>
Steverson, Tiffany	Assistant Principal	<p>The 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.</p> <p>Even though each assistant principal works collaboratively with each other towards a common goal, each administrator has specific responsibilities. Mrs. Steverson oversees school discipline, duty coverage, daily schedules, data, the school's social media, any school activities/events, the faculty handbook, advertisement of an new positions at the school along with coordinating interviews for those positions, and she handles any bus changes that the school may receive from the district office and communicates those changes with appropriate individuals. All assistant principals work together to coordinate teacher/staff appreciation events.</p>
Alford, Summer	Assistant Principal	<p>The 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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>implementing the district plan for MTSS.</p> <p>Even though each assistant principal works collaboratively with each other towards a common goal, each administrator has specific responsibilities. Mrs. Alford updates any safety forms and coordinates the school's safety drills. In addition, she coordinates and verifies any district-wide/state-mandated employee training for our school employees and disseminates beginning of the year form packets for students. She is also the point of contact for school volunteers, mental health check-ins, awards day and certificates, fundraisers/ field trips/travel forms, and monitors the early warning system for needed intervention. Mrs. Alford works with the teachers and curriculum coordinators to ensure that teacher gradebooks are consistent. All assistant principals work together to coordinate teacher/staff appreciation events.</p>
Wagner, Deanna	School Counselor	<p>The K-2 guidance counselor works directly with the principal, assistant principals, curriculum coordinators, 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 school-based source for parent 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 a 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.</p>
Wink, Valerie	School Counselor	<p>The 3-5 guidance counselor works directly with the principal, assistant principals, curriculum coordinators, 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 school-based source for parent 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 a 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.</p>
Alford, Pam	School Counselor	<p>The 6-8 guidance counselor works directly with the principal, assistant principals, curriculum coordinators, and their grade band team to assist with the daily function of the school. The curriculum coordinator and guidance</p>

Name	Position Title	Job Duties and Responsibilities
		<p>counselor also serve as a team chair and coordinator during meetings with parents, teachers, and district office personnel. The guidance counselor acts as school-based source for parent 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 a 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.</p>
Ward, Melissa	Other	<p>The K-4 Curriculum Coordinator works directly with the principal, assistant principals, guidance counselors, and grade band teams 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.</p> <p>The Bonifay K-8 school uses school-wide assessments, district-wide assessments, along with state assessments, to determine the academic needs of students, effectiveness of curriculum, and the 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 2 and Tier 3 interventions along with the differentiation of Tier 1.</p> <p>The School Improvement Plan is created by the Curriculum Coordinators with the assistance and input of all team members.</p>
Hicks, Amy	Other	<p>The 5-8 Curriculum Coordinator works directly with the principal, assistant principals, guidance counselors, and grade band teams 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.</p> <p>The Bonifay K-8 school uses school-wide assessments, district-wide assessments, along with state assessments, to determine the academic needs of students, effectiveness of curriculum, and the 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 2 and Tier 3 interventions along with the differentiation of Tier 1.</p>

Name	Position Title	Job Duties and Responsibilities
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The School Improvement Plan is created by the Curriculum Coordinators with the assistance and input of all team members.

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.*

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.*

Total number of teacher positions allocated to the school

82

Total number of students enrolled at the school

1,137

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

Identify the number of instructional staff who joined the school during the 2021-22 school year.

3

Demographic Data

Early Warning Systems

2021-22

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	130	110	149	135	102	114	127	124	146	0	0	0	0	1137
Attendance below 90 percent	62	44	63	78	44	50	61	68	82	0	0	0	0	552
One or more suspensions	1	1	0	0	0	0	1	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	1	0	0	0	1	1	0	0	0	0	3
Course failure in Math	0	0	0	1	0	0	0	0	1	0	0	0	0	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	9	20	28	27	37	32	0	0	0	0	153
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	19	13	28	28	23	0	0	0	0	113
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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		1	0	0	5	16	13	20	29	23	0	0	0	107

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	3	7	9	1	0	0	1	0	0	0	0	33
Students retained two or more times		0	0	2	4	0	1	0	0	1	0	0	0	8

Date this data was collected or last updated

Wednesday 9/8/2021

2020-21 - 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	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

2020-21 - 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	123	145	126	108	104	115	119	145	125	0	0	0	0	1110
Attendance below 90 percent	39	48	37	24	19	28	47	54	38	0	0	0	0	334
One or more suspensions	3	14	10	10	13	13	25	18	28	0	0	0	0	134
Course failure in ELA	0	0	0	0	0	0	1	2	2	0	0	0	0	5
Course failure in Math	0	1	0	0	0	0	1	1	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	27	29	26	37	34	19	0	0	0	0	172
Level 1 on 2019 statewide Math assessment	0	0	0	17	13	24	27	23	20	0	0	0	0	124

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	0	6	5	12	15	20	32	26	24	0	0	0	0	140

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	13	12	2	1	0	1	0	0	0	0	0	0	0	29
Students retained two or more times	0	0	1	0	1	0	0	1	0	0	0	0	0	3

Part II: Needs Assessment/Analysis**School Data Review**

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	2021			2019			2018		
	School	District	State	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%

Grade Level Data Review - State Assessments

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	2021					
	2019	60%	59%	1%	58%	2%
Cohort Comparison						
04	2021					
	2019	55%	55%	0%	58%	-3%
Cohort Comparison		-60%				
05	2021					
	2019	51%	52%	-1%	56%	-5%
Cohort Comparison		-55%				
06	2021					
	2019	56%	48%	8%	54%	2%
Cohort Comparison		-51%				
07	2021					
	2019	53%	51%	2%	52%	1%
Cohort Comparison		-56%				
08	2021					
	2019	51%	48%	3%	56%	-5%
Cohort Comparison		-53%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	50%	47%	3%	62%	-12%
Cohort Comparison						
04	2021					
	2019	64%	60%	4%	64%	0%
Cohort Comparison		-50%				
05	2021					
	2019	49%	50%	-1%	60%	-11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-64%				
06	2021					
	2019	56%	52%	4%	55%	1%
Cohort Comparison		-49%				
07	2021					
	2019	66%	61%	5%	54%	12%
Cohort Comparison		-56%				
08	2021					
	2019	31%	35%	-4%	46%	-15%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	49%	48%	1%	53%	-4%
Cohort Comparison						
08	2021					
	2019	51%	41%	10%	48%	3%
Cohort Comparison		-49%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	77%	73%	4%	71%	6%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	74%	46%	28%	61%	13%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	32%	-32%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

During the 2020-2021 school year, Bonifay K-8 utilized i-Ready for school-wide progress monitoring needs in Reading and Mathematics. District Science Progress Monitoring Assessments were utilized in grades 4-8.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	14	23	20	19	47	55	18	20			
BLK	32	54		45	54						
HSP	41	38		32	31						
MUL	36	42		46	50		31				
WHT	50	47	43	61	58	53	49	76	74		
FRL	39	40	30	50	54	52	34	65	65		
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 2017-18	C & C Accel 2017-18
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						

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 2017-18	C & C Accel 2017-18
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 2016-17	C & C Accel 2016-17
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 Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	496
Total Components for the Federal Index	9
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
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%	

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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	41
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

When comparing overall school percentages from the 2019 state assessments to the current (2021) state assessments, it appears that scores have decreased with the exception of Math achievement and learning gains of the lowest quartile in Math at Bonifay K-8. However, the downward trend appears to be across the district and state.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based off the comparison between the 2019 and 2021 FSA results, two areas that are in the greatest need are ELA and 5th Grade Science.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

One major contributing factor for this need of improvement lies with the fact that students were out of school, missing quality instruction and routine, for an extended time period due to a global pandemic. This has created a slight learning gap for some students, but for those that already struggle at school this gap has become larger.

Even though students missing school due to being quarantined from exposure is still an issue, quality instruction while students are at brick and mortar should be maximized. In addition, ongoing data analysis should be conducted not only by school leadership, but by teachers (and students) in order to know and understand where gaps may lie.

In addition, rigorous Science instruction in the early grades along with addressing important core standards before students enter 5th grade would aide them in having needed background before covering important grade level standards.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based off the comparison between the 2019 and 2021 state assessments, 8th grade Science and Mathematics at Bonifay K-8 shown the greatest improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors to this improvement included creating a semi-departmentalized schedule for 3rd and 4th grade teachers, along with the complete departmentalization of 5th grade. In addition to scheduling changes adjustments, some faculty members were shifted in order to maximize talents.

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning, important aspects of differentiation need to be continuously incorporated in classrooms. Students learn at different rates and with diverse styles. These factors, along with standing learning gaps, need to be continuously addressed. Teaching students not only

the content, but goal setting along with how to view and understand their progress towards a goal is also important to accelerate learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers have received opportunities during 2020-2021 post school on understanding and teaching to our diverse learners. Bonifay K-8 will continue to work with the Panhandle Area Educational Consortium to meet the needs of our teachers and to aide in achieving school goals in accelerating student learning.

During pre-school of 2021-2022 teachers participated in professional learning lead by assistant principals and curriculum coordinators in better understanding components of school grades, along with their individualized data. Teachers calculated their "school grade" using comparative information from the 2019 assessment data and FTE Survey results. Then, teachers received their student data for the 2021-2022 school year in order to access current student levels and calculate their lowest quartile.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Ongoing data analysis by teachers lead by school leadership will continue in order to ensure sustainability of improvement in the next year and beyond. The importance of data analysis exists; however, continuous teacher support on decision making using the data and transferring that to student data chats and goal setting will continue.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Walkthroughs

Area of Focus Description and Rationale:	Walkthroughs are conducted by the assistant principals continuously and concerns are addressed with the school leadership team. Formal walkthroughs/observations for teacher evaluation are conducted by the principal. However, on-going observations for classroom instructional practices 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 and analysis needs to continue in order to access instructional choices and their effectiveness in accelerating learning.
Measurable Outcome:	Ultimately, the measureable outcome from the specified goal will be increased learning gains per the state assessments.
Monitoring:	This area of focus will be monitored by observation checklists and meeting notes, along with progress monitoring data.
Person responsible for monitoring outcome:	Amy Hicks (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
2. Analyze Student Data for Needs
3. Determine Instructional Strategies to be Used
4. Curriculum Coordinator: Set Observation Schedule/Set Follow-up Meeting as Needed

Steps 1-4 are repeated continuously.

Person Responsible Amy Hicks (tatea@hdsb.org)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	As per the 2021 FSA data, this area is identified as a critical need. When comparing the results from the 2019 assessment, Bonifay K-8 School's ELA proficiency decreased seven percentage points. ELA Learning Gains decreased from fifty-four percentage to forty-four percentage points and the lowest quartile decreased ten points, as well. In order for Bonifay K-8's ELA Proficiency to increase, learning gains need to increase, as well.
Measurable Outcome:	On the 2022 ELA Florida Standards Assessment, Bonifay K-8's percentage of students making learning gains will increase to meet expectations set by the state. In 2019 those expectations were set at 59%.
Monitoring:	This area of focus will be monitored using progress monitoring data (i-Ready and Exact Path). Teachers will conduct data chats with students and chart their progress.
Person responsible for monitoring outcome:	Amy Hicks (tatea@hdsb.org)
Evidence-based Strategy:	Students will receive differentiated instruction via small groups. Fifth through eighth grade students scoring a level one or two are enrolled in Intensive Reading. In addition, students scoring a level 1 are enrolled in Intensive Language Arts and receive an additional twenty minutes of Reading support daily.
Rationale for Evidence-based Strategy:	Students will be strategically placed in learning communities, courses, interventions, and/or enrichment opportunities to ensure that students make continuous progress towards performing at high levels. Quality instruction will be implemented through district-approved methods.
Rationale for Evidence-based Strategy:	Bonifay K-8 is required to provide Reading interventions to students through our MTSS process. MTSS research shows that by identifying struggling readers and providing differentiated interventions, students will improve in their ELA performance.
Rationale for Evidence-based Strategy:	Bonifay K-8 uses the District Reading Plan to guide decision making regarding tiered support and interventions.

Action Steps to Implement

1. Obtain Student Data
2. Analyze Student Data for Needed Points to Make Learning Gains
3. Set Goals with Students on Making Gains
3. Review/Chart Progress Monitoring Data
4. Ensure Differentiated Reading Instruction through Classroom Observations and MTSS Data
5. Provide Instructional Support and Resources as Needed

Person Responsible [no one identified]

#3. Other specifically relating to Progress Monitoring/Data Collection

Area of Focus Description and Rationale:	As a continued effort to increase learning gains/maximize learning, it's important to monitor student progress and collect integral pieces of data that's not limited to just test scores. While tracking progress monitoring data in ELA, Math, and Science is important, students and teachers need to also consider instructional days missed due to students being absent, or even teachers being out of the classroom. In addition, student grades should be monitored as well as discipline referrals. Each of these items hold a direct relation to student learning.
Measurable Outcome:	Student Learning Gains will increase on the 2022 ELA and Math FSA. On the Science Assessment and Civics EOC student proficiency will increase.
Monitoring:	In grades five through eight, teachers will lead students in monitoring progress by charting their data. This includes: 2021 State Testing Data, Progress Monitoring Data, Grades, Missing Assignments, Absences/Tardies, Discipline Records, etc. Students can access data via their Focus Portal and other application on their Classlink Dashboard. In Kindergarten through fourth grade teachers will keep a student record and conduct data chats with students.
Person responsible for monitoring outcome:	Melissa Ward (wardm@hdsb.org)
Evidence-based Strategy:	Monthly data chats will occur to analyze student progress data towards targeted achievement. Data Collection sheets will be provided to teachers.
Rationale for Evidence-based Strategy:	Data Chats and Progress Monitoring are research-based and research proven methods to increase student achievement.

Action Steps to Implement

Monthly data chats/data collection will occur to analyze student progress data towards targeted achievement. Students in fifth through eighth grade should monitor their Focus Portal on a weekly basis in order to track any missing assignments.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to SafeSchoolsforAlex.org Bonifay K-8 ranks number 145 out of 313 in combination schools which places us in the lower end of the moderate category. Schools within the combination category that are lower in rank are charter schools, magnet schools and other educational centers. Our school's ranking details that we have 0.9 incidents per 100 students. This is less than the statewide average for combination schools which is set at 1.6 per 100 students. Bonifay K-8's highest rating is in the area of Drug/Public Order Incidents.

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. 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 students' 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-base and is supposed to help decrease suspensions and improve school culture.

In addition, students at Bonifay K-8 complete weekly "thermometer checks" in which they self-reflect on their emotional health. The thermometer ranges as follows:

- 1-I'm doing great! I've got this!**
- 2-I'm doing ok.**
- 3-I'm doing ok, but I could use a check-in.**
- 4- I'm not ok. I'd like to talk to someone this week.**
- 5-I'm not ok. I need to talk to someone today.**

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.

The school completes a Parental Involvement Plan. 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, two years ago our school implemented a program called Helping Hands, which consists 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 spite of the struggles with the Coronavirus.

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. 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 students' 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-base 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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

All stakeholders are valuable and hold a role in promoting a positive culture and environment at Bonifay K-8 School through a partnership. Within this partnership, the school's vision and mission statement is upheld as we all work together to provide a safe and secure learning environment that is conducive to learning for each student. Stakeholders include, but are not limited to, school and district employees, students, parents, other family members, community members/leaders, outside organizations, and businesses, along with school organizations such as the PTO, School Advisory Council, School Booster's.

Outside stakeholders, hold valuable resources and opportunities for our students and families. Schools work to bridge students and families with those resources in order for all the needs of each student to be met ultimately factoring into the culture and learning environment for the student within the school. When all students diverse needs are being met, this creates a positive school culture that can be felt by all. However, in order to obtain this culture/school environment, all stakeholders must work together.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Leadership: Walkthroughs	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Other: Progress Monitoring/Data Collection	\$0.00
Total:			\$0.00