Bonifay K 8 School

2023-24

Schoolwide Improvement Plan (SIP)

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Bonifay K 8 School

140 BLUE DEVIL DR, Bonifay, FL 32425

http://bk8.hdsb.org/

School Board Approval

This plan was approved by the Holmes County School Board on 9/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Bowers, Chey	Principal	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 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. Principals at Bonifay K-8 school collaborate will all members of the school, however, Mr. Bowers is specifically the fifth through eighth grade school principal. The principal uses the Florida Principal Leadership Standards to govern his duties and responsibilities.
Steverson, Tiffany	Principal	The principal works with all members of the leadership team. In addition, she 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 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. Principals at Bonifay K-8 school collaborate will all members of the school, however, Mrs. Steverson is specifically the pre-k through fourth grade school principal. The principal uses the Florida Principal Leadership Standards to govern her duties and responsibilities.
Sallas, Beverly	Assistant Principal	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. 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, ensures school safety and mental health protocols are met, schedules evaluation walk-throughs and feedback, and handles truancy and attendance concerns. In addition, she is responsible for making sure teachers/staff members have completed any beginning-of- year and end-of-year tasks before summer break. All assistant principals work together to coordinate teacher/ staff appreciation events and to ensure the student handbook is followed.
Boyd, Ryan	Assistant Principal	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. Even though each assistant principal works collaboratively with each other towards a common goal, each

Name	Position Title	Job Duties and Responsibilities
		administrator has specific responsibilities. Mr. Boyd oversees school discipline, volunteers and outside agencies. He coordinates monthly drills and is the point of contact for new teachers, student interns, and school-wide transportation. In addition, he completes walkthroughs and provides teacher feedback, as well as being the person responsible for verification/ coordination of employee training. Mr. Boyd also works with Mr. Bowers, the 5-8 principal, to oversee athletics and extra curricular events. All assistant principals work together to coordinate teacher/ staff appreciation events and to ensure the student handbook is followed.
Hicks, Amy	Assistant Principal	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. Even though each assistant principal works collaboratively with each other towards a common goal, each administrator has specific responsibilities. Mrs. Hicks is our school-wide MTSS coordinator and is the ESE point of contact. In addition, she oversees the school-wide implementation of various professional learning communities on campus and is the assistant principal responsible for monitoring and presenting school data, with the assistance of the curriculum coordinators. Mrs. Hicks works with the teachers and curriculum coordinators to ensure that teacher gradebooks are consistent and they are receiving the professional development needed for various areas based on need and data. All assistant principals work together to coordinate teacher/staff appreciation events and to ensure the student handbook is followed.
Alford, Pam	School Counselor	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 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: socially, emotionally, and academically. She assists in the educational placement and scheduling of all students and is a member of the threat assessment team.
Wink, Valerie	School Counselor	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

Name	Position Title	Job Duties and Responsibilities
		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: socially, emotionally, and academically. She assists in the educational placement and scheduling of all students and is a member of the threat assessment team.
Wagner, Deanna	School Counselor	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 a school chair for exceptional student education. The guidance counselor also provides guidance to meet the needs of all students: socially, emotionally, and academically. She assists in the educational placement and scheduling of all students and is a member of the threat assessment team.
McGowan, Wendy	Instructional Coach	The 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. The Bonifay K-8 school uses school-wide assessments, districtwide assessments, along with state assessments, to determine the academic needs of students, effectiveness of curriculum, and the training needs of our staff. Mrs. McGowan is the school-wide testing coordinator. 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. The curriculum coordinator is an instructional coach for teachers and facilitates professional learning communities and collaborative planning. Mrs. McGowan is specifically the curriculum coordinator for K-8 Math.

Name	Position Title	Job Duties and Responsibilities
Paul, Stephanie	Instructional Coach	The 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. The Bonifay K-8 school uses school-wide assessments, districtwide 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. The curriculum coordinator is an instructional coach for teachers and facilitates professional learning communities and collaborative planning. Mrs. Paul is the curriculum coordinator for K-8 Reading, Science, and Social Studies.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

School Improvement is a continuous and ongoing process. The SIP is the written component in which our goal and processes for meeting those goals are housed. When it comes to compiling the plan, all stakeholders are involved. Bonifay K-8 listens to teachers, students, parents, and community leaders when it comes to the various needs of our school to ensure a safe learning environment where our students receive a high quality education and the various resources needed to be successful. Our School Advisory Council meets and reviews the final draft of the SIP. The School Advisory Council for Bonifay K-8 includes all stakeholders, including students.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored during school leadership meetings SAC's meetings. Goal data will be reviewed after progress monitoring in order to ensure the achievement of students in meeting the State's academic standards. If the plan is in need of revision, those changes will be requested.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	17%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Absent 10% or more days	0	36	53	25	26	17	32	25	29	243
One or more suspensions	0	6	13	9	10	9	27	17	18	109
Course failure in English Language Arts (ELA)	0	4	2	0	1	2	0	0	0	9
Course failure in Math	0	3	0	1	0	1	0	2	1	8
Level 1 on statewide ELA assessment	0	0	0	0	49	38	30	35	31	183
Level 1 on statewide Math assessment	0	0	0	0	0	17	22	16	34	89
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	6	4	24	1	5	6	17	65

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	5	10	1	14	12	26	16	32	116

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	6	3	1	0	0	0	0	2	15
Students retained two or more times	0	0	0	2	2	2	1	1	0	8

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	17	25	10	12	16	12	15	19	13	139
One or more suspensions	1	1	2	2	0	1	2	4	5	18
Course failure in ELA	0	6	5	6	0	0	0	0	2	19
Course failure in Math	0	2	1	6	0	1	2	0	0	12
Level 1 on statewide ELA assessment	0	0	0	2	32	36	25	40	33	168
Level 1 on statewide Math assessment	0	0	0	1	19	22	17	35	17	111
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	20	0	5	2	8	2	37

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	2	6	9	8	8	12	7	55

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	6	4	2	0	1	0	0	2	18
Students retained two or more times	0	0	2	2	3	1	1	0	0	9

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	17	25	10	12	16	12	15	19	13	139
One or more suspensions	1	1	2	2	0	1	2	4	5	18
Course failure in ELA	0	6	5	6	0	0	0	0	2	19
Course failure in Math	0	2	1	6	0	1	2	0	0	12
Level 1 on statewide ELA assessment	0	0	0	2	32	36	25	40	33	168
Level 1 on statewide Math assessment	0	0	0	1	19	22	17	35	17	111
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	20	0	5	2	8	2	37

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	2	6	9	8	8	12	7	55

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	6	4	2	0	1	0	0	2	18
Students retained two or more times	0	0	2	2	3	1	1	0	0	9

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	44	44	53	46	44	55	48		
ELA Learning Gains				46			47		
ELA Lowest 25th Percentile				37			40		
Math Achievement*	55	47	55	55	41	42	59		
Math Learning Gains				53			57		
Math Lowest 25th Percentile				48			50		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	51	41	52	49	49	54	46		
Social Studies Achievement*	79	66	68	73	51	59	75		
Middle School Acceleration	50	53	70	44	45	51	74		
Graduation Rate		79	74		44	50			
College and Career Acceleration		53	53		59	70			
ELP Progress			55		47	70			

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	320
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	451
Total Components for the Federal Index	9
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	4	3
ELL				
AMI				
ASN				
BLK	21	Yes	4	1
HSP	59			
MUL	38	Yes	1	
PAC				
WHT	55			
FRL	42			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	22	Yes	3	2
ELL				
AMI				
ASN				
BLK	40	Yes	3	
HSP	57			
MUL	41			
PAC				
WHT	51			
FRL	44			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	44			55			51	79	50			
SWD	18			28			8	63			5	
ELL												
AMI												
ASN												
BLK	20			27							3	
HSP	54			57			67				3	
MUL	34			48			38				4	
PAC												
WHT	46			57			51	82	53		6	
FRL	34			45			37	70	36		6	

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	46	46	37	55	53	48	49	73	44			
SWD	12	26	25	16	27	24	13	35				
ELL												
AMI												
ASN												
BLK	24	38	31	36	64	70	17					
HSP	60	50		52	67							
MUL	36	41	40	43	38		50					
PAC												
WHT	47	47	37	58	54	48	50	72	44			
FRL	35	40	34	45	50	46	43	61	40			

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	48	47	40	59	57	50	46	75	74			
SWD	14	23	20	19	47	55	18	20				
ELL												

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	32	54		45	54							
HSP	41	38		32	31							
MUL	36	42		46	50		31					
PAC												
WHT	50	47	43	61	58	53	49	76	74			
FRL	39	40	30	50	54	52	34	65	65			

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	48%	46%	2%	54%	-6%
07	2023 - Spring	46%	46%	0%	47%	-1%
08	2023 - Spring	45%	42%	3%	47%	-2%
04	2023 - Spring	46%	44%	2%	58%	-12%
06	2023 - Spring	40%	44%	-4%	47%	-7%
03	2023 - Spring	38%	40%	-2%	50%	-12%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	47%	48%	-1%	54%	-7%
07	2023 - Spring	70%	56%	14%	48%	22%
03	2023 - Spring	54%	56%	-2%	59%	-5%
04	2023 - Spring	74%	60%	14%	61%	13%
08	2023 - Spring	44%	37%	7%	55%	-11%
05	2023 - Spring	36%	42%	-6%	55%	-19%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	51%	43%	8%	44%	7%
05	2023 - Spring	50%	43%	7%	51%	-1%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	84%	32%	52%	50%	34%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	45%	*	48%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	76%	69%	7%	66%	10%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

When comparing overall school percentages from the 2022 state assessments to the current state assessments, it appears that scores have decreased within ELA Achievement with only 38% of students in grade three scoring at a level three or above. This is an area that Bonifay K-8 has struggled with during the last few years. Teacher turnover, classroom management, knowledge of the benchmarks down to the clarifications and making sure student tasks are rigorous and aligned to state expectations are contributing factors with the addition of ensuring students are entering grade three ready.

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

ELA showed the greatest decline with two percentage points due to the fact the all the other areas increased from the prior year.

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

Third grade ELA achievement had a gap with a difference of twelve percentage points. The state average was 50% and the school was 38%. However, the area that showed the greatest difference was fifth grade Math with a difference of nineteen percentage points. The fifth grade teacher was new to our state as of last year and historically taught grades below fifth grade.

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

Science achievement has shown the most improvement. New actions in the area included more hands-on activities to aide in making concepts concrete for students. The use of a supplemental program, Edmentum's Study Island also increased.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance below 90% and ELA Level 1's on Statewide Assessment are two potential areas of concern.

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

1. ELA Achievement for all Students
2. Achievement for Students with Disabilities Subgroup
3. Math Achievement for all students
4. Attendance

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The Students with Disabilities ESSA Subgroup have consistently scored below the 41% mark.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the year, the ESSA Subgroup of Students with Disabilities will score above the 41% threshold according to FAST PM3 in ELA.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This area will be monitored with FAST PM 2 data along with data from classroom benchmark assessments.

Person responsible for monitoring outcome:

Amy Hicks (tatea@hdsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based interventions include:
Sonday Systems
Sound Partners
Read Naturally
Reading Horizons
Interventions included within the Wonders Curriculum
Interventions included within the Savvas Curriculum
SIM Strategies
Edmentum--Reading Eggs/Exact Path

Students will receive interventions based on the tiered support needed. In addition, in the K-4 classrooms the inclusion model being implemented consists of a self-contained co-teach model with a general education teacher and an ESE teacher. In grades 5-8, teachers will continue to push-in to general education classes to support students in the inclusive setting. One period a day, students will receive support in a critical thinking class. During this time, the ESE teacher may reteach lessons and provide interventions.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Students in this subgroup need access to grade level, rigorous content with the accommodations in place to be successful. In addition, some students within this subgroup still need relevant interventions too in order for them to access the content.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Identify students within this subgroup and their current instructional need.
2. Place students in Reading groups according to need.
3. Teachers monitor progress of interventions.
4. Collect data and check progress towards the goal.

Steps 1-4 should be repeated.

Take FAST ELA PM 3.

Person Responsible: Amy Hicks (tatea@hdsb.org)

By When: The end of the two week PM 3 window for our district.

#2. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Professional Learning Communities were implemented last school year and were found to be successful in cultivating conversations and creating a team of individuals working towards a common goal. However, during the upcoming school year these PLC's will be restructured to provide an opportunity for teacher leaders to facilitate the meetings around their grade level and class data. This is important for teachers to continuously track their students progress on the path to grade level expectations on assessments and to locate potential areas for reteaching. In addition, teachers can locate trends among classes and among grades. During the PLC's teachers should focus on what they want the student to know and how they will know the student has learned the skill. This will force teachers to analyze the ways in which they are instructing and the tasks being asked of the students in relation to the assessed benchmark. We are calling our PLC's, GRIT Groups.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

60% of students per grade level in K-8th grade will be proficient in ELA, as evidenced by STAR/Cambium-PM3.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This area will be monitored for desired outcome by the collection of PLC Agendas/Minutes and teacher data. Each PLC will initially have a member of the school's leadership team present; however, the goal is to decrease the visibility so the PLC is completely teacher led.

Person responsible for monitoring outcome:

Tiffany Steverson (tiffany.steverson@hdsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Professional Learning Communities (GRIT Groups)
The number one predictor of success is GRIT

Goals based off data
Resources that are standards based, adopted, and approved
Instruction that is rigorous
Time used efficiently (Every Minute Matters!)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

ELA achievement is an area of concern. Teachers will be diving deep into unit tests and classroom assignments to determine class/grade-level trends, identify strengths and weaknesses, review past and upcoming standards, look at the Achievement Level Descriptors (ALD's), and plan accordingly to ensure students are being taught rigorous grade-level material that sets students up for high student achievement. This should be thought provoking and push teachers to better understand the standards and grade-level expectations.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Add Biweekly GRIT Groups to School Calendar

2. Assign Team Roles PLC Team Members: Facilitator, Recorder, Timekeeper, and Reporter.

3. Create Agenda and Conduct First Meeting to Establish Norms and Purpose.

Use the following focus questions:
--What do we want students to learn? (essential standards)
--How do we know they have learned it?
--What will we do if they have not learned it? (systematic interventions)
--What will we do if they already know it? (extended learning)
--What will we teach next? (review lesson, standards, ALD's, etc)

4. Techers should collect and analyze their data before next meeting.

5. GRIT Group--Driven by Data and Focus Questions

Repeat steps four and five.

Person Responsible: Tiffany Steverson (tiffany.steverson@hdsb.org)

By When: The end of the 2023-2024 school year--PM3

#3. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Two related areas of concern when examining the Early Warning System were the link between student attendance and the number of level one's on the Reading statewide assessment. If students are not at school, they are not being exposed to the benchmarks in which they are assessed. Moreover, when students miss a large amount of school, that time cannot be made-up. As a result, students develop gaps in their education, which lead to struggling learners.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Decrease the number of students who have attendance below 90% by twenty percent in each grade level from the 2022-2023 EWS data.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This area will be monitored using the EWS report in Focus.

Person responsible for monitoring outcome:

Beverly Sallas (sallasb@hdsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students will receive positive reinforcement for attending school by utilizing perfect attendance incentives per nine weeks via a school-wide positive behavior support plan.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Decreasing the amount of time students miss school increases student achievement rates and aides in closing the educational gap. All students need access to instruction, but are unable to do so if not in attendance.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Establish Procedures for Drawing
2. Get Prizes for Each Drawing
3. Ensure the Eligibility is Expressed to Students and Parents
4. Add Student Names to Drawing
5. Conduct Drawing Each 9-Weeks

1st grading period--Doughnuts /Drawing for Walmart Gift Card

2nd grading period-- Movie Party/Drawing for Amazon Gift Card
3rd grading period-- Ice Cream/Drawing for Blue Devil Shirt and Cup
4th grading period-- Drink and Chips/Drawing for Movie Tickets

Perfect Attendance (August through May)
Pizza Party & Drawing for $100 Visa Gift Card

Steps 4-5 Should Be Repeated Each 9-Weeks

Person Responsible: Beverly Sallas (sallasb@hdsb.org)

By When: The Last Day of the 2023-2024 School Year.

#4. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The Black/African-American student ESSA Subgroup has scored below the 41% mark for several years.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the year, the ESSA Subgroup of Black/African-American students will score above the 41% threshold according to FAST PM3 in the Reading.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This area will be monitored with FAST PM2 data along with data from classroom benchmark assessments. This data analysis will ensure that this subgroup is meeting the same targets as their grade-level peers.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Ongoing data analysis is key to understanding the specific areas of disconnect between the group of interest and their grade level peers. The only way to know where the strengths and weaknesses of students fall is through monitoring their performance.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

In order to ensure students are reaching mastery of the standards in each grade level, continuous data analysis and feedback is needed. During this analysis, the subgroup can easily be monitored to spot specific areas of disconnect between them and other groups of students.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

When data is analyzed, students that fall within this subgroup will be charted and monitored closely to ensure their performance does not fall below their grade-level peers.

Person Responsible: Amy Hicks (tatea@hdsb.org)

By When: This action is be repeated during progress monitoring assessments, cold reads, and unit assessments. The final measure for outcomes will take place during the 2023-2024 FAST PM3 for Reading.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

As a school leadership team, Bonifay K-8 reviews the funding allocations for the year and discusses eminent needs. In a central location, a needs assessment board is posted with materials teachers can use to write, attach, or post their needs. The board is sectioned-off based on school improvement, materials and supplies, parental involvement, and other. The board is also used as a way to post needs from parent comments and other stakeholder suggestions. This information is collected throughout the year and is not removed until the need is met. When reviewing funding allocations, needs are prioritized. Not only that, but those needs that will aide us in achieving our school goals are set as a priority.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Reading/ELA teachers in kindergarten through second grade will analyze student data and take part in professional learning communities centered around that data and teacher instructional needs. Teachers will differentiate instruction based on student need and remediate students based on specific skills/standards. Teachers will deep dive into unit assessments and classroom assignments to determine class/grade-level trends, identify strengths and weaknesses, review past and upcoming standards, look at Achievement Level Descriptors (ALD's), and plan accordingly to ensure students are being taught rigorous grade-level material that sets students up for high student achievement.

Focus in the PLC's will revolve around the following questions to ensure specific affects on student learning in literacy:
--What do we want students to learn?
--How do we know they have learned it?
--What will we do if they have not learned it?
--What will we do if they already know it?
--What will we teach next?

Statewide, standardized ELA assessments show that students in K-2 are not prepared for third grade statewide assessments.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Reading/ELA teachers in kindergarten through second grade will analyze student data and take part in professional learning communities centered around that data and teacher instructional needs. Teachers will differentiate instruction based on student need and remediate students based on specific skills/ standards. Teachers will deep dive into unit assessments and classroom assignments to determine class/grade-level trends, identify strengths and weaknesses, review past and upcoming standards, look at Achievement Level Descriptors (ALD's), and plan accordingly to ensure students are being taught rigorous grade-level material that sets students up for high student achievement.

Focus in the PLC's will revolve around the following questions to ensure specific affects on student learning in literacy:
--What do we want students to learn?
--How do we know they have learned it?
--What will we do if they have not learned it?
--What will we do if they already know it?
--What will we teach next?

According to spring statewide, standardized ELA assessments, students in third through fifth grade all scored below the 50% threshold in standards mastery (5th grade at 48%, 4th grade at 46% and 3rd grade at 38%).

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Each grade in kindergarten through 2nd will meet at least 60% grade level standards mastery according to STAR PM3 data by the end of the academic year.

Grades 3-5 Measurable Outcomes

Each grade in third through fifth will meet at least 60% grade level standards mastery according to Cambium's FAST PM3 data by the end of the academic year.

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

The school's area of focus will be monitored through the use of the FAST progress monitoring system and through the use of the district-adopted progress monitoring piece within the core Reading curriculum. In addition, school leadership will use walk-through rubrics and PLC meeting agendas and notes as an additional layer of monitoring.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Steverson, Tiffany, tiffany.steverson@hdsb.org

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The evidence-based practice being implemented to achieve the measurable outcomes is data analysis through professional learning communities.

Teachers will set goals from their data, use resources that are B.E.S.T ELA Standards-Aligned, district adopted/approved, and meet Florida's definition of "evidence-based" practices/programs, an ensure instruction is rigorous. Teachers will ensure time is used efficiently.

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

PLC's and analyzing data drive teachers to evaluate the effect of their teaching on students' learning and achievement.

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Professional Learning Communities 1. Each professional learning community is lead by teachers. Roles for this year will be assigned, with a member of the leadership team consisting of the data analyst for the group. 2. At the initial PLC meeting, norms, a meeting schedule, member responsibilities, and an overview will be presented to groups. 3. Thereafter, each group will be responsible for collecting and analyzing their data before the next meeting. Data Sources consist of core curriculum unit tests and classroom assignments. FAST PM data will be initially presented and analyzed, but each meeting will focus on more specific benchmark assessments. 4. The curriculum coordinators/coaches will provide instructional coaching, organize other professional learning needs, and set-up opportunities to observe model classrooms.	Steverson, Tiffany, tiffany.steverson@hdsb.org
Literacy Leadership Walkthroughs/Feedback 1. Set observation/walkthrough schedule. 2. Continuously review lesson plans and conduct walkthroughs. 3. Provide feedback to teachers after walkthroughs. 4. Adjust professional learning as needed. The literacy leadership team members are also assigned a PLC group. During this time data will be analyzed for further needs and progress towards our measurable outcome will be monitored.	Steverson, Tiffany, tiffany.steverson@hdsb.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The school's webpage that the School Improvement Plan can be located is bk8.hdsb.org. Upon school board approval, an automated callout to parents is made with directions on how to access the SIP. In addition, Bonifay K-8 uses other methods of social media in which posts are made about the SIP and the progress of the SIP. Last year, the school leadership team created informational videos for parents and stakeholders that were posted on our school's Facebook page. The use of videos is a great way to provide the SIP in a language a parent can understand. A hard copy of the School Improvement Plan is also provided to members of the School Advisory Council upon voting to accept the SIP. The School Advisory Council is also a great means to reaching multiple stakeholders and disseminating the information of the School Improvement Plan. Teachers receive the information in the SIP directly, as their professional development plan is a direct extension of the School Improvement Plan.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school's webpage that the school's Family Engagement Plan is made publicly available is bk8.hdsb.org.

In addition to the Family Engagement 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 form 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. The school implemented "In the Know" videos during the 2022-2023 school year to aide in the process of keeping parents informed. The school's Facebook page is also updated with information. Teachers and school leaders conduct meetings on student progress of interventions. Parents are also encouraged to utilize the Focus parental portal to stay informed of their child's progress. During orientation for the current school year, stations will be set-up for parents to enroll in the parent portal. School Data Clerks and the leadership team will be available to walk parents though downloading the portal.

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 request and feedback. In addition to the PTO and the school Boosters, a few 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.)

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Bonifay K-8 is data driven. Knowing the entry points of our students and tracking their progress along the way is key in strengthening our academic program. We utilize the district adopted curriculum and follow the district pacing guides. The classroom instructional time is maximized by decreasing school-wide distractions and extra school-day events. The interventions used are research and evidence-based. Walkthroughs are conducted and feedback is provided to ensure teachers are providing instruction that is explicit, systematic and differentiated, with temporary scaffolds in place for students who need them.

Bonifay K-8 is continuing Professional Learning Communities during the 2023-2024 school year focused on data. Not just on statewide assessment data, but on data points from ongoing classroom assessments. The PLC's will drive teachers to analyze specific classroom data sets in order to find areas of strengths and weaknesses and to ensure that teachers have a clear picture of what they want students to learn and how they know the students have learned/mastered the skill.

In addition to the Algebra I course offered at Bonifay K-8, we are implementing a sixth grade accelerated math course.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Bonifay K-8 School coordinates with other programs for the betterment of our school and students.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

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 three 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.

In addition, students at Bonifay K-8 complete weekly "thermometer checks" in which they selfreflect 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.

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 designed 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.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

All eighth grade students will meet the Middle School Career and Educational Planning Course Standards as per section 1003.4156, Florida Statutes. Bonifay K-8 School will be utilizing the Xello platform to aide in meeting these standards and will continue to utilize Dave Ramsey's Foundations in Personal Finance Middle School Curriculum. Through these tools students set goals and form plans for meeting them. Students will make long term and short term goals on their career/college pathway. These tools, once initiated, will follow students past graduation into college or their career. Students will be able to explore occupations and requirements by regions, along with the employment trends for that occupation in that certain area.

In addition, 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. In addition, high school representatives (guidance counselor, assistant principal, curriculum coordinator, special program representatives, etc.) meet with students at Bonifay K-8 to give an overview of important programs and options they will have at the high school
level including postsecondary credit opportunities while in high school. In order to aide these opportunities, Bonifay K-8 School offers the high school credit course, Algebra I, so students can start off in an accelerated path once they enter high school which allows for more postsecondary credit opportunities.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Bonifay K-8 implements a school-wide behavior plan. At the start of the school year, students and parents are informed of the plan and sign a Behavior Contract. Students must meet the guidelines in order to be eligible to attend any in-school function or off-campus trip. Attendance must meet the five or less unexcused absence policy. Students may not have any missing assignments. For behavior, K-4 students may not have more than three minor infractions and no more than two office referrals seeking administrative action. Students in 5-8 may not have more than two minor infractions and no more than one office referral seeking administrative action.

The school uses the district MTSS model for behavior interventions and seeks the support of outside agencies for a functional behavior analysis and the development of a behavior plan, if needed. In addition, the school has three guidance counselors that meet with students and work to build relationships and rapport. With the help of our district's mental health counselors, students are connected with outside agencies to meet their behavioral needs.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

The Bonifay K-8 school uses school, district, and statewide assessments and progress monitoring to determine the academic needs of students, evaluate the effectiveness of curriculum choices, and training needs of our staff. Our teachers and staff participate in professional learning opportunities focused to their subject area and job responsibilities. If those opportunities are not presented, the school seeks out those opportunities for teachers. Bonifay K-8 School also promotes Professional Learning Communities. In addition to Professional Learning Communities, BK8 will start a book study series on classroom management. In order to retain effective teachers, Bonifay K-8 School identifies those

teachers as leaders and uses them as such. They are team leaders, department chairs, leaders of PLC's, etc. Their accomplishments are celebrated and their abilities are harnessed to promote positive change school-wide.

Bonifay K-8 school encourages teachers to be mentor teachers for future educators by placing interns in the classrooms of our school. Micro credentialing of paraprofessionals in also encouraged. Several of Bonifay K-8's support staff is currently continuing their education to earn degrees in Education.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

During the last week of school, Bonifay K-8 provides Kindergarten screenings in order to appropriately plan and place students in Kindergarten classrooms. In addition, appropriate Reading intervention programs are available for students who show signs of struggle and the MTSS process is started. In addition, Bonifay K-8 School offers two Pre-K classes with extended days. During this time, parents may choose to have students remain at school and work on skills learned from the morning.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$0.00
2	III.B.	Area of Focus: Instructional Practice: Professional Learning Communities	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Black/African-American	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes