

Bonifay Elementary School



2014-15 School Improvement Plan

Bonifay Elementary School

307 W NORTH AVE, Bonifay, FL 32425

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
76%

Alternative/ESE Center
No

Charter School
No

Minority
13%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	B	A

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Bonifay Elementary will provide a safe, civil school environment, staffed by highly-qualified teachers, where excellence in student achievement is the goal.

Provide the school's vision statement

Educating today's students for tomorrow's world

School Environment

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

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

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

Various administration and staff are assigned at multiple duty posts throughout the school on a daily basis. We maintain consistency with the individuals at each post to allow the staff the opportunity to get to know the students and develop a relationship with them by seeing them daily. Also, we escort all non-school personnel throughout the school for visits and conferences to maintain security. This helps to provide a safe and secure environment for all students.

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

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

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

Our school has two guidance counselors who work diligently with students to provide counseling, mentoring, and various other services as needed. Also, they will contact any additional personnel or agencies that may be necessary to meet the needs of each student.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/51772>.

Description

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

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

Parents and community members are invited and encouraged to become active members of the School Advisory Council and provide input in the development of all plans related to school improvement.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Jones, Rodd	Principal
Sallas, Beverly	Other
Byrd, Phillip	Assistant Principal
Sims, Laura	Guidance Counselor
Harrison, Mary	Guidance Counselor

Duties

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

Our school based leadership team is comprised of five individuals which includes our principal, vice-principal, curriculum coordinator, and two guidance counselors. The principal and vice-principal work together to provide overall coordination and supervision for the daily school activities. Counselors and Curriculum Coordinator work directly with the principal and assistant principal to assist with the daily function of the school. They also serve as team chair and coordinator during meetings with parents, teachers, and District Office Personnel. The SIP is created by the curriculum coordinator with the assistance and input of all team members.

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

Our school uses school wide assessments (DEA,STAR) as well as district assessments (FCAT) to determine the academic needs of students, effectiveness of curriculum, and training needs of our staff.

Title I, Part A provides funding and support for professional development activities, parent involvement activities, technology needs, SES services, etc.

Title I, Part C Migrant addresses the issues that are common to migrant students and assists these students with their educational needs.

Title I, Part D provides the local institution for neglected and or delinquent children, and to at risk students services that are comparable to those provided to children in Title I schools such as: computer assisted instruction, drop out prevention program, mentors career exploration, etc.

Title II, these funds support professional development activities for instructional staff, class size reduction, and technology activities.

Title III, N/A

Title X-Homeless, provides funding to assist identified homeless students with school supplies, medical care, and tutoring opportunities.

SAI-N/A

Violence Prevention Programs-Holmes County provides violence prevention programs focusing on alcohol, tobacco, and other drugs through a partnership with the health department. BES has a very low violence rate, as does the district.

Nutrition Programs-BES participates in the free breakfast and free lunch programs.

Housing Programs-N/A

Head Start-N/A

Adult Education- These programs are not provided through Holmes County Schools. The district contracts with Washington-Holmes Technical Center to provide adult education services.

Job Training-N/A

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Jessica Baggett	Parent
JoAnn Baker	Parent
Amy Bowers	Education Support Employee
Mandi Boyd	Teacher
Jonathon Davis	Parent
Candace Donaldson	Parent
Melanie Faircloth	Parent
Tara Fant	Parent
Melissa Foxworth	Parent
Kathy Gardner	Parent
Vanessa Gibson	Parent
Leigh Ann Grinde	Parent
January Huckabee	Education Support Employee
Ragan Kennedy	Parent
Teresa Moss	Parent
Shana Music	Parent
Holly Prescott	Parent
Michael Chad Sapp	Parent
Charity Short	Parent
Christine Sugars	Parent
Felecia Taylor	Parent
Jeanette Williams	Parent
Sherry Young	Parent
Rodd Jones	Principal
Laura Sims	Education Support Employee
Beverly Sallas	Education Support Employee
Karen Newman	Teacher
Terry Petty	Teacher
Cindy Wilson	Teacher
Kisha Stafford	Teacher
Anna Beth Rackley	Teacher
Melanie Whitaker	Teacher
Amber Dunn	Teacher
Susie Smith	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Council viewed the plan and had the opportunity to make any suggestions or ask any questions in relation to the plan and its goals. It was voted on and approved by all attending members of the School Advisory Council.

Development of this school improvement plan

The School Advisory Council will meet prior to the submission of the 2014-2015 SIP to discuss the goals and objectives of the plan and make adjustments if needed.

Preparation of the school's annual budget and plan

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

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

School improvement funds will be utilized throughout the year as needed to meet the needs of the school. The School Advisory Council will meet regularly to discuss how to best utilize funding to meet those needs. For example, we are currently considering the purchase of additional library books which include technology components and on-line resources that could be utilized in all classrooms.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Sallas, Beverly	Other
Jones, Rodd	Principal
Jackson, Rachael	Teacher, K-12
Cooley, Rachael	Teacher, K-12
Taylor, Tammy	Teacher, K-12
Hicks, Tyler	Teacher, K-12
Brown, Stephanie	Teacher, K-12
Bush, Janet	Other
Parmer, Sharon	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

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

Public and Collaborative Teaching

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

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

The principal makes sure that each grade level team has a common planning period to allow for peer collaboration and instructional planning.

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

The principal at BES hires teachers certified in high-need areas and provides opportunities for professional development to encourage ongoing high-quality instruction. All first and second year teachers at BES are provided with a mentor to facilitate their introduction to our policies and procedures and classroom management. Mentor teams meet weekly during grade level meetings and at other designated times as needed.

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

Terri McCormick (kindergarten teacher) is assigned as a mentor to Randa Dewees due to same grade level and common planning.

Elizabeth Kirk (kindergarten teacher) is assigned as a mentor to Coy Williams due to same grade level and common planning.

These pairings will meet at weekly grade level meetings, share lesson plans, and meet daily as needed.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

District personnel meets with the curriculum coordinator to select instructional materials that are aligned to the state standards with the help of grade level teachers. Also, all teachers are provided with a paper and electronic copy of the grade level standards for each subject area taught. Teachers are instructed to carefully coordinate their lesson plans to align with the specified state standards.

Instructional Strategies

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

The school utilizes the Discovery Education Assessment to progress monitor reading, math, and science. Teachers utilize the reports generated from this program to guide their differentiated instruction within their classrooms.

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

Strategy: Extended School Day

Minutes added to school year: 29,280

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

Strategy Rationale

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy

Byrd, Phillip, byrdp@hdsb.org

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

An external evaluator will be hired to analyze collected data for a formative and summative report. Each nine weeks, data on student grades, daily attendance, and homework completion will be collected by the Lead Coordinator. Students will participate in the Discovery Education Assessments three times a year along with completing teacher-created assessments for pre, mid, and post assessments. These results will be included in the data collection. Each nine weeks, the students will participate in the SPARK curriculum Personal Best assessment. A comparison of the first and last personal best challenge will be developed and the overall program effectiveness will be determined and included in the formative and summative report. Teachers will utilize a daily homework checklist for student accountability and teacher surveys will be administered three times per year to gauge the quality of homework completion. Participation in family literacy activities will be assessed through school and community-based sign in sheets and agendas. Parental involvement increases will be assessed through the teacher surveys administered quarterly in the fall, winter, and spring. Collected data will be used to refine, improve, and strengthen the program and performance measures through a summative evaluation prepared by the external evaluator.

Student Transition and Readiness

PreK-12 Transition

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

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

During the spring, actual school site visits are made. All Pre-K providers, including Head Start, visit the kindergarten classrooms, eat lunch, and are able to play outside. Also orientation programs are presented by the liaison, upon request. These programs allow parents to receive information regarding expectations and supplies that are needed. They are provided with materials that may be used for summer activities and enrichment. During the summer, children getting ready to enter kindergarten participate in a screening process. This process enables our teachers to assess

individual strengths and needs so as to prepare for the coming year. In order to make the transition from pre-school care to kindergarten we have an on-going process throughout the year. Kindergarten teachers share with the liaison ideas that Pre-K teachers might use to make the transition a smooth one. The liaison meets periodically with feeder schools to answer their questions and provide materials for additional information.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** The percentage of students scoring at proficiency in math, reading, and writing will increase from the previous year.

Strategic Goals Detail

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

G1. The percentage of students scoring at proficiency in math, reading, and writing will increase from the previous year. 1a

G050464

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	71.0

Resources Available to Support the Goal 2

- Teachers will utilize the Reading Street and Journeys reading series along with the updated common core GoMath Series that are correlated to the new standards.
- RTI/MTSS planning and support

Targeted Barriers to Achieving the Goal 3

- New standards

Plan to Monitor Progress Toward G1. 8

Discovery Education Assessment Results

Person Responsible

Rodd Jones

Schedule

Every 2 Months, from 8/25/2014 to 5/4/2015

Evidence of Completion

End of the year FSA assessment results

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. The percentage of students scoring at proficiency in math, reading, and writing will increase from the previous year. **1**

 G050464

G1.B1 New standards **2**

 B126387

G1.B1.S1 Provide professional development opportunities for teachers in reference to the new Florida Standards. **4**

 S138343

Strategy Rationale

To provide teachers with the required standards to ensure that the classroom lesson plans reflect the required curriculum standards.

Action Step 1 **5**

Grade Level Meetings to instruct teachers to adjust curriculum to meet the requirements of the new Florida Standards.

Person Responsible

Rodd Jones

Schedule

Evidence of Completion

Team Leaders will submit a list of teachers who stayed after hours to work in a professional learning community to adapt the curriculum to meet the changes within the New Florida Standards.

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

Discovery Education Scores throughout the year

Person Responsible

Schedule

Evidence of Completion

End of the year Discovery Education Assessment Scores and FCAT Scores

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

Discovery Education Assessment and FCAT Assessments

Person Responsible

Schedule

Evidence of Completion

End of the year Discovery Education Assessment and FCAT results

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Grade Level Meetings to instruct teachers to adjust curriculum to meet the requirements of the new Florida Standards.	Jones, Rodd	Team Leaders will submit a list of teachers who stayed after hours to work in a professional learning community to adapt the curriculum to meet the changes within the New Florida Standards.	one-time	
G1.MA1	Discovery Education Assessment Results	Jones, Rodd	8/25/2014	End of the year FSA assessment results	5/4/2015 every-2-months

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	Discovery Education Assessment and FCAT Assessments		End of the year Discovery Education Assessment and FCAT results	once	
G1.B1.S1.MA1	Discovery Education Scores throughout the year		End of the year Discovery Education Assessment Scores and FCAT Scores	once	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. The percentage of students scoring at proficiency in math, reading, and writing will increase from the previous year.

G1.B1 New standards

G1.B1.S1 Provide professional development opportunities for teachers in reference to the new Florida Standards.

PD Opportunity 1

Grade Level Meetings to instruct teachers to adjust curriculum to meet the requirements of the new Florida Standards.

Facilitator

Rodd Jones/Beverly Sallas

Participants

elementary teachers

Schedule

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0