Accreditation Report

Bonifay Middle School

Holmes County School District

Mr. Donald Etheridge, Principal
401 McLaughlin Street
Bonifay, FL 32425

TABLE OF CONTENTS

Executive Summary

Self Assessment

Stakeholder Feedback Diagnostic

Student Performance Diagnostic

AdvancED Assurances

BMS School Improvement Plan

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Bonifay Middle School is a small school of 543 students located in Bonifay, Florida. Bonifay is the county seat of Holmes County in the Florida panhandle.

BMS student body: 91% white, 8% black or African American, and 1% Asian

BMS faculty and staff:

community: As of the census of 2000, there were 4,078 people, 1,095 households, and 669 families residing in the city. The population density was 1,126.9 people per square mile . The racial makeup of the city was 68.71% White, 25.50% African American, 0.71% Native American, 1.03% Asian, 0.02% Pacific Islander, 1.89% from other races, and 2.13% from two or more races. Hispanic or Latino of any race were 4.12% of the population.

The biggest challenge in our community is the low socio-economic level of so many residents. (The median income for a household in the city was $21,216, and the median income for a family was $33,077. Males had a median income of $26,250 versus $18,529 for females. The per capita income for the city was $10,320. About 14.8% of families and 21.7% of the population were below the poverty line, including 28.0% of those under age 18 and 26.3% of those age 65 or over.) These statistics lead to students with a low level of experiences to aid in their education.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Bonifay Middle School's mission is to promote positive self-concepts, academic excellence, enrichment opportunities, acceptable social behavior, and self-discipline in order for all students to become productive, contributing citizens in the technologically oriented society. Bonifay Middle School's vision is to provide a creative and exciting learning environment with high levels of achievement to a diverse community of learners.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

BMS is particularly proud of its progress in the inclusion of our students with special needs. We have made a concerted effort to schedule each student with special needs into as many general education courses as possible. In addition, we have worked to educate our student body about special needs to foster further inclusion and tolerance.

The introduction of the Florida Standards Assessment and new progress monitoring assessments has led to our greatest need for improvement. In the past, the faculty at BMS felt confident in using data to prepare our students. New assessments have decreased our confidence level. We plan to work this year and for the near future to develop a thorough understanding of the data that we have so that our students can be prepared to move to the next level.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

As true in so many middle schools, BMS does have a majority students from low socio-economic backgrounds resulting in lack of experiences and background knowledge that contribute so much to education.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 2.33

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Minutes from meetings related to development of the school's purpose •Purpose statements - past and present	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking, and life skills. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership maintains high expectations for professional practice.	•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •The school's statement of purpose	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	•The school data profile •The school continuous improvement plan	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Bonifay Middle School exhibits strength in utilizing an inclusive process to communicate the school purpose for student success. We publish our purpose in newsletters and on our website. The School Advisory Council is presented the opportunity to review and revise the school purpose annually during meetings. Examples of communication including our school website along with SAC meeting minutes provide evidence of this strength.

BMS needs to improve in the areas of shared beliefs and continuous improvement. Readily observable complacency leads to this deduction. Our purpose should drive all that occurs at our school, but meeting minutes/agendas along with data that does not exhibit a trend of student growth provide evidence of this as well. BMS will provide posters of our purpose for all classrooms to display.

In order to improve, BMS is making student data the center of our planning for this school term. Leadership will conduct data meetings with math, science, and English language arts teachers after each progress monitoring assessment. The focus of these meetings will be to understand our test results and to develop an instructional plan to meet the needs of all students.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 2.5

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	•Student handbooks •Staff handbooks	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Assurances, certifications •Governing code of ethics	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	•School improvement plan developed by the school •Agendas and minutes of meetings	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff make some decisions and take some actions toward continuous improvement. They expect all students to be held to standards. Leaders and staff express a desire for collective accountability for student learning. School leaders sometimes support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by a minimal degree of collaboration and limited sense of community.	•Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	•Minutes from meetings with stakeholders •Survey responses	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The criteria and processes of supervision and evaluation include references to professional practice and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Bonifay Middle School has established policies and procedures that ensure effective administration functions of the school while leadership works to improve student achievement and supervise engaging instruction.

To improve BMS, the school needs to improve the fostering of the school culture, the engagement of all stakeholders, and evaluation processes while keeping the purpose and direction of the school in the forefront.

In order to improve in these areas, BMS will implement data meetings where leadership will assist classroom teachers to plan for student achievement. The data meetings will also lead to increased communication with parents about student success and struggles, resulting in increased involvement from all stakeholders. With the newly implemented data meetings, leadership will have additional opportunities to evaluate instructors and have conversations with them revolving around student success. In addition, a study group of teachers is meeting regularly to study the evaluation instrument and is working together to enhance their instruction according to this study.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.33

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.	•Lesson plans •Course schedules	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	•Curriculum guides •Common assessments •Lesson plans aligned to the curriculum	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Curriculum maps •Documentation of collection of lesson plans and grade books •Peer or mentoring opportunities and interactions	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	•Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	•Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	•Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	•List of students matched to adult advocate	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	•Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	•Evaluation tools for professional learning •Brief explanation of alignment between professional learning and identified needs	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	•List of learning support services and student population served by such services •Data used to identify unique learning needs of students	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

BMS exhibits strength in involving families and keeping them informed. Instructors at BMS use common reporting procedures and processes throughout the school. BMS works with school based support services to meet student needs based on data.

BMS has several areas where growth is needed. Curriculum may not always challenge students at the appropriate level and may not always be adjusted to accommodate the needs of all students. Activities are often not engaging students enthusiastically. Monitoring the curriculum is not consistently completed. Participation in collaborative learning involves a small number of teachers.

To improve these areas of weakness, BMS is working to improve the monitoring of curriculum. With additional monitoring, more engaging activities for students should occur. BMS has begun a study group this year to deepen our understanding of the teacher evaluation tool which should lead to deeper instruction. Data meetings are being held with ELA, math, and science teachers to help teachers plan to meet the needs of all students.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 2.43

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	•School budgets for the last three years •Documentation of highly qualified staff	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	•Examples of efforts of school leaders to secure necessary material and fiscal resources •School schedule •School calendar	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	•Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •Maintenance schedules	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Budget related to media and information resource acquisition •Schedule of staff availability to assist students and school personnel related to finding and retrieving information	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Policies relative to technology use	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	•Agreements with school community agencies for student-family support •List of support services available to students	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Description of IEP process •Description of referral process	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

BMS feels that it has adequate resources to support the purpose of our school. School personnel utilize a variety of information resources to support its programs. Guidance at BMS does a superior job of offering counseling, assessment, referral, and working to meet the needs of all students.

BMS would like to retain more highly qualified teachers who exhibit the characteristic of professionalism. The facility is not in good repair and is not being maintained in an exemplary fashion. The technology at BMS is old and is often frustrating for teachers to try to utilized in instruction.

To improve in the areas of need, BMS plans to work with district to recruit highly qualified instructors and to require beginning teachers to complete the district beginning teacher program. The faculty and staff at BMS are anxiously awaiting moving to our new facility in the fall of 2017. Our new facility will solve the problem of the building and technology that we currently face.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.2

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Documentation or description of evaluation tools/protocols •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	•Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Evidence of student growth	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.	•Minutes of board meetings regarding achievement of student learning goals •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Bonifay Middle School has a firmly established assessment system including progress monitoring and outcome assessments.

BMS recognizes the need for improvement in evaluating our instructional materials and processes using our data. We also recognize the need for further training in data analysis. The process for engaging all faculty in a continuous process of utilizing data needs to improve along with further involvement from leadership.

To improve these areas of need, BMS is holding data meeting with teachers after each progress monitoring assessment. A member of the leadership team will be in attendance. During the meeting, the team will determine areas of growth and areas of need.

Report Summary

Scores By Section

Section Score

Standard 1: Purpose and Direction — 2.33

Standard 2: Governance and Leadership — 2.5

Standard 3: Teaching and Assessing for Learning — 2.33

Standard 4: Resources and Support Systems — 2.43

Standard 5: Using Results for Continuous Improvement — 2.2
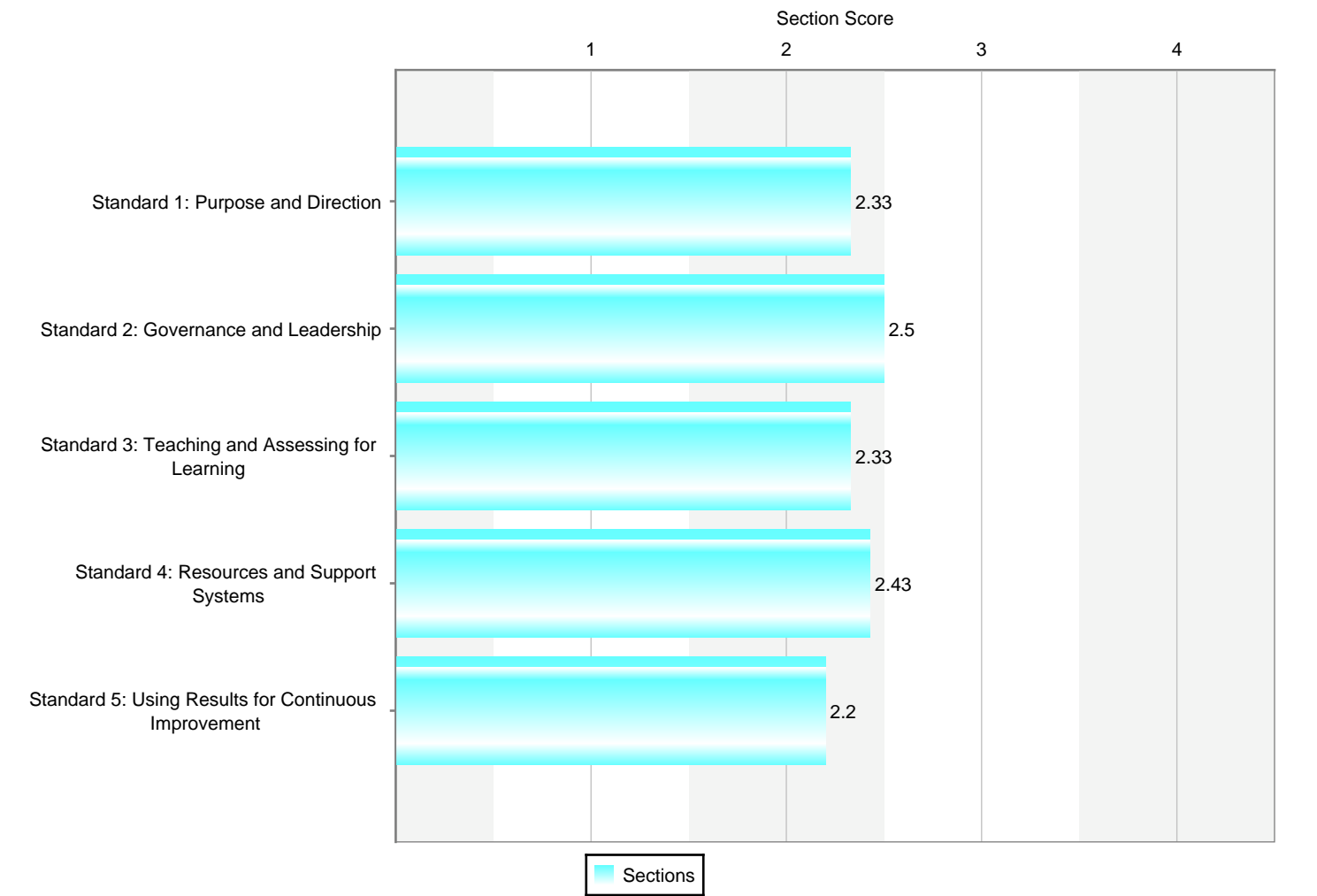
Sections

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		BMS Stakeholder Feedback Data

Evaluative Criteria and Rubrics

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Some required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the stakeholders to whom these questionnaires were administered somewhat represented the populations served by the institution. Appropriate accommodations were provided for some participants.	Level 2

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

In 2016, on the Staff survey, the highest area of approval rose from 3.75 to 3.95 in standard 5: using results for continuous improvement. We believe this is due to the fact that we have already begun working with data in a more systematic fashion. The staff completed the surveys for 2016 this fall so the new practices in effect have already begun to show positive gains.

In 2016, on the student survey, the highest area of approval is standard 3: teaching and assessing for learning.

With no data for 2016, we will use our 2015 data for parent surveys. The highest area of satisfaction is standard 4: resources and support systems.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Trends are difficult to identify because of the gaps in our data collection. To correct this, we are implementing a couple of strategies. First, we will add the student administration of the surveys as part of our instructions for test administrators during FSA testing. Secondly, we will work to offer paper copies of the survey to parents.

Using our staff survey results, we can identify growth in four of the five standards. Standard 5, using results for continuous improvement, shows the greatest among of growth with an increase to 3.95 from 3.75.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Surprisingly, our data shows that each stakeholder group views our school in very different lights, with our parent viewpoint being the most harsh.
On all standards, students and staff are within 1 point of each other, showing consistency in findings.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

In 2016, the lowest overall rating on the staff surveys was Standard 3: teaching and assessing for learning; however, this low rating did rise from 3.41 in 2015 to 3.49.

On the student surveys from 2016, the lowest overall rating was received by Standard 4: resources and support systems.

Parent surveys from 2015 evidence the lowest area to fall in Standard 3: teaching and assessing for learning.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Because of the missing data, trends are difficult to identify. Using 2015 and 2016 data from staff surveys, only standard 1: purpose and direction declined.

**What are the implications for these stakeholder perceptions?**

It is very interesting to see the variance between stakeholders. It is quickly identified that parent perception is an issue that needs to be corrected. Hopefully, by offering paper copies of the survey, we will gain more opinions to inform our plans. Additionally, parent communication needs to be a priority for the upcoming school term.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

BMS can report that in standard 3: teaching and assessing for learning gains are being made. Data study meetings and study groups have insightful conversations to understand progress monitoring data and plan for instruction.

Report Summary

Scores By Section

Section Score
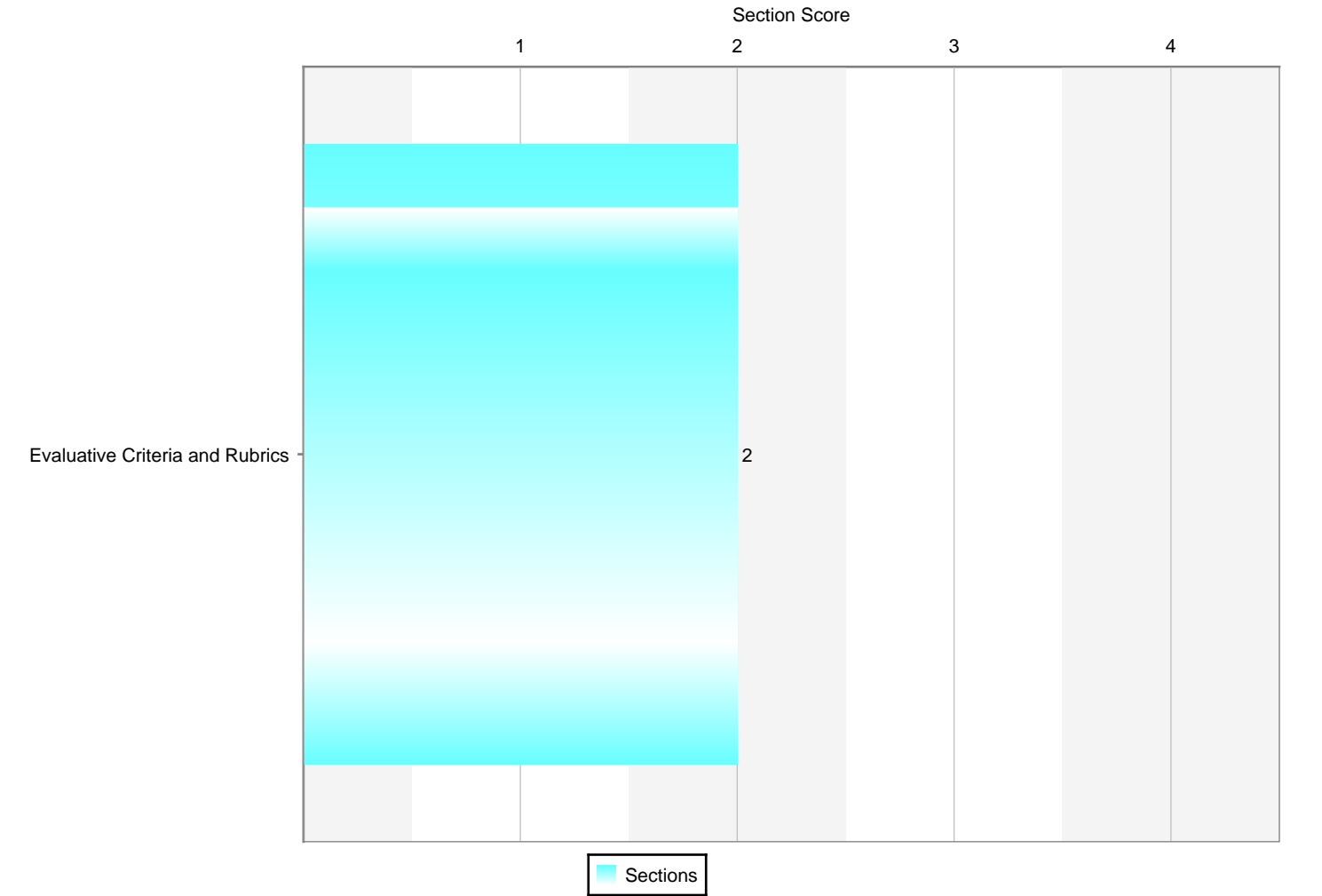
Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		BMS Student Performance Data Document

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	Statement or Question	**Response**	**Rating**
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	**Response**	**Rating**
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	**Response**	**Rating**
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	**Response**	**Rating**
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.	Level 1

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

According to the 2014/15 State Public Accountability Report, BMS had areas of above average performance.

In ELA, 53% of all students tested scored satisfactory or above. This is 5 percentage points higher than the district. Our economically disadvantaged subgroup scored higher than the state average. Forty six percent of the subgroup at BMS scored satisfactory or above as opposed to the state score of 43%.

In Math, 49% of all students tested scored satisfactory or above. This is 6 percentage points higher than the district.

In Science, 54% of all students tested scored satisfactory or above. This is 1 percentage point higher than the district.

Describe the area(s) that show a positive trend in performance.

Trend data that is positive is scarce. BMS is at best in a holding pattern. Fifth grade science does continue to improve.

Which area(s) indicate the overall highest performance?

Our highest overall performance is the improvement in our economically disadvantaged subgroup in ELA performance with a 3% advantage over the state average.

Which subgroup(s) show a trend toward increasing performance?

Trend data is difficult to interpret due to the change from FCAT to FSA.

Our disabled population has improved by 1% point from 13/14 to 14/15 (FCAT vs. FSA) in ELA. Our female subgroup also improved in ELA performance in the same time period by 2 points.

In math, we find no subgroups trending towards increasing performance.

Between which subgroups is the achievement gap closing?

Although the percentage has decreased from 13/14 to 14/15, BMS is now above the state average for economically disadvantaged student

performance. The gap between all students and the economically disadvantaged subgroup appears to be closing with the 2014/2015 results being higher than the state average.

Which of the above reported findings are consistent with findings from other data sources?

Results of all students tested in ELA and Math are consistent with findings from our progress monitoring assessments.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

In truth, we are somewhat disappointed in all areas. We would like to see our performance exceed state averages in both ELA and Math. Currently we exceed district averages, but fall short by 1 percentage point in ELA and 5 percentage points in math to tie the state average.

Describe the area(s) that show a negative trend in performance.

Trend data is difficult to obtain with the change from FCAT to FSA testing.

In 2013/14, 58% of all students scored satisfactory or above on FCAT while in 2014/15 53% of all students scored satisfactory or above on the FSA ELA.

In 2013/14, 57% of all students scored satisfactory or above on FCAT while in 2014/15 49% of all students scored satisfactory or above on the FSA Math.

Which area(s) indicate the overall lowest performance?

Math has been identified as our area of greatest need.

Which subgroup(s) show a trend toward decreasing performance?

The economically disadvantaged is trending down in ELA and math.

Between which subgroups is the achievement gap becoming greater?

In ELA, both our black and economically disadvantaged subgroups have performs less satisfactorily.
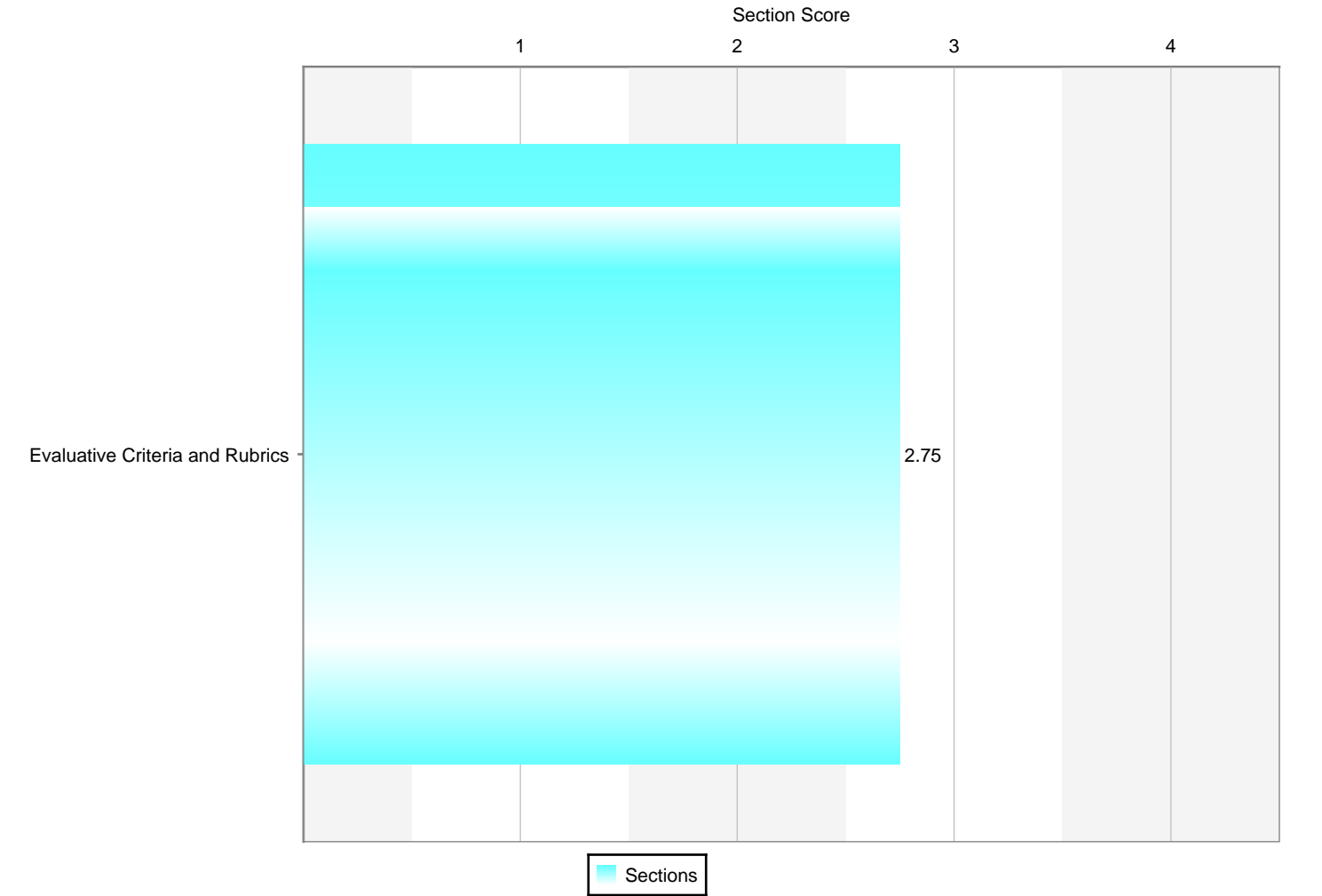
In math, our economically disadvantaged subgroup has performed less satisfactorily.

Which of the above reported findings are consistent with findings from other data sources?

All findings mirror the results of our progress monitoring.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 2.75

Sections

AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes		

BMS School Improvement Plan

Overview

Plan Name

BMS School Improvement Plan

Plan Description

Plan to allow growth among our faculty and in student achievement

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Through increased collaborative efforts and more thorough data analysis,Bonifay Middle School students will meet or exceed the state average proficiency score on the Florida Standards Assessment English Language Arts and Math.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0

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

Measurable Objective 1:

60% of All Students will demonstrate a proficiency on the 2017 administration of the Florida Standards Assessment in English Language Arts by 06/01/2017 as measured by (1) student achievement on FSA .

(shared) Strategy 1:

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

Research Cited: Collaboration to interpret and analyze data including administration and instructors will lead to a more effective instructional plans.

"It is helpful to ask others to review at least a portion of the data analyses, as well as the interpretations and conclusions, to hlep ensure that the analyses, interpretations, and conclusions make sense. (McMillan, James H. and Schumacher, Sally, Research in Education: Evidence Based Inquiry, Sixth Edition,2006, Pearson, Boston, MA, p. 177.

Activity - data meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty and administration will meet on a regular basis to analyze data from previous FSA scores, progress monitoring assessments, teacher observations and student performance to ascertain gaps in learning / instruction and/or standards that need to be retaught or addressed.	Professional Learning	09/01/2016	06/09/2017	$0	General Fund	Donald Etheridge, principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
data meetings	Faculty and administration will meet on a regular basis to analyze data from previous FSA scores, progress monitoring assessments, teacher observations and student performance to ascertain gaps in learning / instruction and/or standards that need to be retaught or addressed.	Professional Learning	09/01/2016	06/09/2017	$0	Donald Etheridge, principal
				Total	$0	