

Deane Bozeman School



2014-15 School Improvement Plan

Deane Bozeman School

13410 HIGHWAY 77, Panama City, FL 32409

[no web address on file]

School Demographics

School Type

Combination

Title I

No

Free/Reduced Price Lunch

62%

Alternative/ESE Center

No

Charter School

No

Minority

6%

School Grades History

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

School Board Approval

This plan was approved by the Bay County School Board on 12/9/2014.

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

In cooperation with students, parents and community members, our mission is to produce life-long independent learners. All students will be engaged in a rigorous curriculum through a disciplined and supportive environment that prepares them for college and career success in a diverse global society.

Provide the school's vision statement

Deane Bozeman School will equip students with the character and skills necessary to become productive and responsible community members.

School Environment

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

Students complete an information card at the beginning of every school year that allows us to learn about their demographics as well as home life. Students also attend an orientation before the start of the school year that allows them to meet their teachers and become familiar with the school. Deane Bozeman also provides an Open House every year after school has started. Teachers keep in contact with parents frequently through newsletters, parent conferences, and teacher created websites. At the secondary level, homerooms are created in which teachers share data and distribute important information as well as build relationships between students and teachers. Students maintain the same homeroom groups and teachers until they graduate. The school provides a website for all parents and students to access with an updated calendar. The school also has a SAC committee for parents and community members that allows them to stay involved in the daily activities and events happening on campus.

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

Using data from the students' climate survey, programs are developed and maintained to create a safe school environment. By allowing everyone access to the digital students' handbook, all stakeholders are informed of expectations for behavior and safety procedures. Deane Bozeman conducts school-wide emergency drills monthly in accordance with the published safety plan. Before school, elementary has a safety patrol for its students that allow them to get to and from their drop off areas safely. Before and after school there are teachers and administrators working bus duty and monitoring specific areas. Between classes, teachers and administrators monitor the passageways to ensure student safety. The school resource deputy patrols the perimeter of the school. Procedures for preventing and reporting bullying and harrassment are publicized and followed.

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

All classrooms have posted rules and procedures cooperatively developed to promote student engagement and positive behavioral expectations. School wide expectations are displayed on the BUCK (Be respectful, Utilize responsibility, Care and inspire others, Know the safety rules) posters

throughout campus. In order to promote positive behavior and student engagement, Deane Bozeman school has multiple incentive programs including Big Buck Day and Fun Friday in the elementary classes. Bucktastic and Bozeman "Bucks" are used at the secondary level. Professional development is conducted in the pre-school inservice and throughout the year with district provided training such as the Fred Jones book study. All programs reinforce and reward positive behavior from our students and help maintain a positive relationship between faculty and students.

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

The school provides various outlets for students' emotional and social needs. Students have access to one on one counseling through school-based guidance counselors. Group programs such as Girl Talk and Speak Up Be Safe provide an outlet for their emotional needs. The Student 2 Student and Junior Student 2 Student programs assist new students with transitioning smoothly into our school. Teachers integrate a Bully-Proofing curriculum to educate students and make them feel safe and secure. The school implements Take Stock in Children, Blessings in a Backpack, Happy Hanger, and Soles for Souls providing economically disadvantaged students with basic necessities. The school district provides small group and individual counseling to students identified through their individual educational plans. There is an on-campus military counselor for students whose parents are active duty or retired military.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The early warning system is a report from the FOCUS student information system. It includes the following indicators by grade level:

- i. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- ii. One or more suspensions, whether in school or out of school
- iii. Course failure in English Language Arts or mathematics
- iv. Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Provide the following data related to the school's early warning system

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|----|---|----|----|----|----|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 0 | 9 | 9 | 13 | 7 | 12 | 20 | 18 | 20 | 30 | 23 | 23 | 22 | 206 |
| One or more suspensions | 0 | 1 | 0 | 2 | 3 | 6 | 19 | 29 | 25 | 36 | 25 | 26 | 22 | 194 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 4 | 3 | 7 | 15 | 15 | 12 | 59 |
| Level 1 on statewide assessment | 1 | 0 | 0 | 7 | 3 | 8 | 19 | 28 | 22 | 32 | 22 | 23 | 14 | 179 |

The number of students identified by the system as exhibiting two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--|-------------|---|---|----|----|----|----|----|----|-------|
| | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 3 | 4 | 9 | 11 | 16 | 16 | 12 | 4 | 15 | 90 |

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Interventions to strengthen core instruction are based on data analysis of early warning indicators. Students who are identified as struggling in the core are supported by a Multi-Tiered System of Support. Teachers deliver specific additional instructional time in research based interventions based on the targeted weaknesses of the individual students. Intensive classes are provided in the areas of reading and math. An inclusive community provides additional support for our ESE students by integrating them into with non ESE peers. Child Study Teams meet with parents to discuss concerns about academic progress as well as attendance and discipline. Students are offered tutoring by individual teachers and National Honor Society before or after school. Select students are mentored through Take Stock in Children, the Military Family Liaison, military based mentoring and New Horizons. Teachers implement specific research based strategies for the targeted groups in their individual professional development plans.

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?

No

PIP Link

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

Description

To keep students informed of the school's mission and vision, posters are placed around the school hallways, in the individual classrooms and the school website. In addition, the school website includes additional information such as the school calendar and information about the different programs offered at the school. Teachers create and send home newsletters to keep parents informed about activities and lessons in the classroom. Parent Portal is a real-time information system that keeps both parents and students informed of student attendance, grades and additional individual academic information. Teachers communicate with parents through notes home, phone calls and email to communicate any issues that may arise in the classroom. The school uses the school-wide automated system, IRIS, that will call residences to inform parents of school wide information, or in cases of emergency. SAC (School Advisory Council) serves as a bridge for parents and community members to have a stake in the academic success of all students.

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

Deane Bozeman School has always valued and encouraged assistance in the important endeavor of educating this community's youth. Community input is invited and encouraged so the partnership between home and school is strengthened. There are many levels of involvement in the educational

process and we work hard at finding ways for everyone to play a role. Programs and activities are coordinated throughout the year with community agencies to strengthen school programs and student learning development. We are thankful for community collaboration with business partners through our booster clubs, local businesses, yearbook advertisers, business sponsorships for Bucktastic Behavior Incentives, individual sponsors for classroom materials, military partnerships and mentors, SAC Committee, Fall Festival, and mentors and volunteers from the community.

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 |
|----------------------|---------------------|
| Balkom, Joshua | Principal |
| Banks, Andrea | Assistant Principal |
| Beach, Ivan | Assistant Principal |
| Black, Cynthia | Assistant Principal |
| Sims, Brandi | Teacher, K-12 |
| Harrington, Jennifer | Teacher, K-12 |
| Hood, Monica | Teacher, K-12 |
| Kent, Angelina | Guidance Counselor |
| Monn, Loral | Teacher, K-12 |
| Timmins, Kim | Assistant Principal |
| West, Christie | Teacher, K-12 |
| Williams, Jeannie | Instructional Coach |

Duties

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

Administrators: Joshua Balkom, Kim Timmins, Ivan Beach, Cynthia Black, Andrea Banks
Administrators provide a common vision for the use of data-based decision-making, and ensure that the faculty is implementing the school improvement plan and the MTSS plan. They ensure implementation of intervention support and documentation by conducting walkthrough observations, and monitoring lesson plans and individual professional development plans. Administrators communicate with parents regarding school-wide MTSS plans and activities.

Literacy Coach: Jeannie Williams

The literacy coach analyzes data with administrators, teachers, and students in order to provide guidance on specific strategies as well model these strategies in the appropriate setting. She provides professional development to whole faculty, small group, and individuals based on the goals of the School Improvement Plan. Using the coaching cycle, Mrs. Williams assists in planning lessons and providing feedback on specific areas targeted for improvement. With improvement in mind, Mrs. Williams provides embedded professional development to build capacity in the LLT who in turn, meet with their respective departments to share and collaborate on data and issues for improved instruction. She also assists other schools as needed as well as supports other district staff training specialists and coaches with implementation of district initiatives.

School Improvement Representatives:

Emily Greggs, Christie West, Jennifer Harrington, Monica Hood, Loral Monn, Angel Kent, Cynthia Black

The SIP team creates the School Improvement Plan by identifying specific areas of weakness and develops goals based on data collected during the Eight Step Process. The team meets weekly at the beginning of the year to review data and progress monitor goals and objectives. They convene again to review data and report on progress at the middle and end of the school year.

Guidance Counselors: Pam Rudd (Elementary), Angel Kent (Secondary), Lee Carter (Secondary), and Rhonda Conrad (Secondary)

The Guidance Department provides quality services and expertise on issues ranging from program design and development, to assessment and intervention with individual students. Counselors assist teachers and families in groups or on an individual basis in order to provide support for students' academic, emotional, behavioral and social success.

MTSS Coaches: Dana Manis (Elementary), Nicole Baker (Secondary)

The MTSS coaches develop, lead, and evaluate school core content standards and programs; identify and analyze existing literature on scientifically based curriculum and behavior assessment and intervention approaches; identify appropriate, evidence-based intervention strategies; support the implementation of Tier1, Tier 2, and Tier 3 intervention plans; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Speech Language Pathologist: Bobbie Earp (Elementary), Ashley Daniels (Secondary)

The SLP'S educate the team in the role of language plays in the curriculum, assessment, and instruction, as a basis for appropriate program design; assist in the selection of screening measures; help identify systemic patterns of student need with respect to language skills.

School Psychologist: Jessica Satter

Participates in collection, interpretation, and analysis of data; provides support for intervention fidelity and documentation; provides technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation.

ESE Resource Teacher: Rhonda Hooks

Participates in student data collection, integrates core instructional activities/material into Tier 3 instruction.

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

The Leadership Team will meet monthly with their respective grade level and subject areas to examine core instruction and to assist each other in meeting both student and teacher needs. By implementing collaborative data teams and establishing group norms, teams will analyze data collected from common assessments across curriculums, expected student outcomes should increase. Instruction will be data driven as it relates specifically to students' areas of weakness. The team will also work with the administrators, as data coaches, to build capacity in analyzing data systematically and use the collected data to drive instruction using BDS Data Driven Dialogue.

School Advisory Council (SAC)

Membership

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

| Name | Stakeholder Group |
|-------------------|--------------------|
| Sherri Bagwell | Parent |
| Catherine Merritt | Teacher |
| Lois Walsh | Teacher |
| Cindy Rounds | Parent |
| George Baber | Business/Community |
| Julie Garner | Parent |
| Jennifer Shurum | Parent |
| Jessica Houwers | Parent |
| Jeannie Williams | Teacher |
| Andrea Banks | Teacher |
| Jeniece Sowell | Parent |
| Marshall Sowell | Student |
| Josh Balkom | Principal |
| Cynthia Black | Teacher |
| Amy Harvey | Parent |
| Kelby Hegreberg | Parent |

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

SAC met on Sept. 16, 2014 to review visual representations for the academic outcome data for the 2013-2014 school year. Strengths and weaknesses were discussed along with barriers.

Development of this school improvement plan

The School Advisory Council will assist in the development of the School Improvement by reviewing, discussing and approving the plan for 2014-2015.

At the first SAC meeting on Sept. 16, 2014, the tentative goal was presented and discussed. At the second meeting on October 20, 2014, the school improvement plan was presented, approved and strategies to address the top two barriers were formulated. At the third and fourth meetings, data to support progress towards the targets will be presented.

Preparation of the school's annual budget and plan

The school advisory committee reviews and approves the annual budget in the Spring.

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

School Improvement Funds=\$0

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 |
|----------------------|------------------------|
| Balkom, Joshua | Principal |
| Banks, Andrea | Administrative Support |
| Beach, Ivan | Assistant Principal |
| Black, Cynthia | Administrative Support |
| Carter, Lisa | Teacher, K-12 |
| Day-Fournier, Sandra | Teacher, K-12 |
| Oglesby, Karen | Teacher, K-12 |
| Peltenon, Becky | Teacher, K-12 |
| Pence, Angela | Teacher, K-12 |
| Riviere, Carmen | Teacher, K-12 |
| Sanders, Bonnie | Teacher, K-12 |
| Timmins, Kim | Assistant Principal |

Duties

Describe how the LLT promotes literacy within the school

Upon review of school data and the Comprehensive Reading Plan of Bay District Schools, the LLT will focus on ensuring that DOK levels are used appropriately within each discipline and infused into each common assessment. Professional development in the areas of writing (narrative, opinion, explanatory, and argumentation) as well as data analysis using the BDS Data Driven Dialogue will be priority. This team will also promote the Deane Bozeman norms for all collaborative data teams meetings that support our school's professional learning community. We will continue to implement the Bay District School's Writing Benchmark Initiative as well as continue our collaborative effort to write across the disciplines. Faculty meetings will be repurposed in order to collaborate on literacy efforts.

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

Teachers at Deane Bozeman School work together in grade level Collaborative Data Teams. In the Collaborative Data Teams, the teachers will create common assessments based on priority/power standards. The groups also work together gathering, organizing and analyzing data from different subject areas to narrow down the areas that need academic improvement and then collaborate on strategies to help strengthen those areas. Teachers are building Common Assessment across the curriculum to help develop project based learning for the students.

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

Administrators meet regularly with new teachers (Josh Balkom, Principal)
(Kim Timmins, Assistant Principal)

(Ivan Beach, Assistant Principal)

New Teachers participate in Bay District Schools New Teacher Induction Program (Josh Balkom, Principal)

Professional Development opportunities provided by throughout the school year. (Kim Timmins, Assistant Principal and Ivan Beach, Assistant Principal).

New Teachers are assigned mentors (veteran staff members) (Kim Timmins, Assistant Principal and Ivan Beach, Assistant Principal).

Reading and ESOL Endorsement opportunities provided through the district (Josh Balkom, Principal). All teachers are part of a PLC (Professional Learning Community) which provides support in all subject areas.

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

New and beginning teachers are paired with veteran teachers based on grade level and meet weekly in grade/department level meetings. Also, new teachers participate in Bay District School's New Teacher Induction Program. Administrators meet with new teachers regularly throughout the school year and Bay District provides mentors for the teachers. All teachers are part of a PLC (Professional Learning Community) that provides support to all parties involved.

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

The district voted to adopt curriculum material that aligns with Florida State Standards. Using course descriptions and text item specs, teachers align lesson plans to the standards. Through the use of collaborative data teams, goals and scales are established for the academic lessons. The use of the Focus gradebook helps monitor the student's achievement as aligned with the Florida 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 uses data from the following areas: SAT 10, DEA, FCAT, EOC, First in Math and PERT assessment. From this data individual teachers use the following strategies in their classrooms to differentiate instruction: intensive Math and Reading classes (MTSS Tier 2), Kagan Strategies, reading blocks, Reading Framework, SRA Reading Labs, Inclusion Class, Team Teaching with ESE teacher, Small Groups, Differentiated instruction, CIS Model, and CRISS strategies.

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 Year

Minutes added to school year: 4,320

Students with IEP's are given the option to attend extended school year.

Strategy Rationale

Students with IEP's requiring extended school year review previously learned material to prevent regression during the summer.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Beach, Ivan, beachji@bay.k12.fl.us

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

Progress reports from the students' IEP goals are monitored and analyzed.

Strategy: Summer Program

Minutes added to school year: 4,320

Summer Reading Camp for third graders that fail FCAT.

Strategy Rationale

Students who are struggling in reading are given extra interventions for identified weakness from the Spring FCAT administration.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Timmins, Kim, timmikh@bay.k12.fl.us

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

Progress is monitored by completing the third grade portfolio or passing the SAT-10.

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

Deane Bozeman School has two Pre-kindergarten classes. One is a VPK class which services 20 students instructed by a CDA teacher. Our other class is a blended class with 11 VPK students which includes 9 ESE students. Students in this class are instructed by an ESE/Early Childhood teacher and CDA teacher. Both classes have paraprofessionals that assist the instructors/teachers

throughout the school day. Our Pre-kindergarten classes provide quality instruction using the VPK standards to ensure a quality learning environment which provides a safe and nurturing environment that promotes the physical, social emotional and cognitive development of young children.

CDA instructors assess the students 3 times a year using VPK Assessment which is provided by the district. Results are shared each assessment period with families. CDA instructors use the results of the assessments to differentiate to meet academic needs.

These students feed into our kindergarten classrooms. Kindergarten teachers work closely with all Pre-K teachers to ensure a smooth transition into kindergarten. In the spring, our school holds a 'kindergarten round up' to encourage parents to register their children for kindergarten classes. Local daycares/preschools are given information regarding upcoming registrations and events to allow for Pre-K students to participate.

During the first 30 days of school, our kindergarten students are screened using FLKRS. This data is used to indicate the students' development and readiness for kindergarten as well as the effectiveness of the transition plan.

To help students transition from elementary school, students from surrounding elementary schools are invited to attend 6th grade orientation. Students and parents are provided with a tour of the school, as well as course selections cards for the upcoming year. They are able to visit various tables explaining what clubs and activities we have to offer in middle school. Students are also provided with summer reading materials that need to be completed upon entering middle school.

To assist students entering high school, we schedule school visits to surrounding middle schools. At these visits, we discuss course offerings and provide a course selection card. Students that participate in various clubs and organizations assist with the visit, to answer any questions the students may have about extracurricular opportunities for high school. Students are also provided a summer reading packet that to be completed upon entering high school.

Prior to the beginning of each new school year, a school wide orientation is scheduled. Students and parents are invited to attend. Students are provided their schedule and teacher assignments for the year. Students and parents are invited to walk the campus to become familiar with their classrooms prior to the first day of school.

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

Students are given a Career Cluster Interest Survey to determine what career choices they are interested in. Once this information is gathered, a Career Day is scheduled which features guest speakers from the majority of the careers chosen on the student's Interest Survey. Parent surveys are also given to parents to determine what parents are interested in participating in our Career Day as a featured guest speaker. The Career Day can help students understand the relation between the courses they are taking now to their future careers. As an instructional tool, the Career Day plays an important role in helping students make the connection from school to work. Field trips are also scheduled throughout the year to various local agencies including Tyndall Air Force Base, Law Enforcement Agencies, Medical Centers, local colleges, Haney and Science and Marine Labs. College and/or Career speakers from the community speak in classrooms to educate students about college and career opportunities in our area. Speakers include: Haney, FSU, Troy University, UWF, Florida A&M, politicians, financial experts, law enforcement, engineers, and medical professionals.

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

The foundation of all efforts to improve high school students' transition to post secondary education and/or careers is an applied and integrated curriculum that connects academic and vocational learning. Concepts, principles and content from academic areas are blended with skills from vocational areas/classes such as our AG(agriculture), Digital Design and Teaching Assistant classes.

Students in these classes are challenged with a rigorous curriculum which helps them make connections between what they are learning and their chosen career path. In academic courses, teachers teach concepts that relate to real-life occupational situations so their students see the relationship between what they are learning and the skills they will need to compete for a good job. Lessons and units have real-world vocational applications. Juniors and Seniors have the opportunity to attend other career and technical programs at Haney Technical Center such as: welding, medical assistant, automotive and marine mechanic and auto body. Students are provided transportation from Haney to Bozeman to allow more opportunities for students to attend without transportation barriers.

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

According to the High School Feedback Report 37% of Bozeman 10th graders (2012) scored a Level 3 or better. This percentage is lower than the percentage for the district (53%). Students are enrolled in a Language Arts Block when they score below a Level 3 on the Reading portion of FCAT. They are also assessed three times per year with Discovery Education to determine strengths and weaknesses in Reading.

79% of our 10th grade students scored a Level 3 or better in the area of Math. This percentage is closer to the district average of 84%. Math blocks are offered to students who score a Level 1 or 2 on the FCAT.

43% of 2012 Bozeman graduates completed an AP, IB, AICE or Dual Enrolled course. This number should be increasing due to the amount of new AP and dual enrolled courses being offered at Bozeman: AP Language Arts, Dual Enrolled Spanish classes and an online Dual Enrolled Learning Lab are all being offered now at Bozeman. Students who complete the STEM program in Agri-Science and Digital Design receive industry certification in their respective areas.

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

Students are enrolled in a Language Arts Block or an Intensive Math Block when they score below a Level 3 on the reading and/or math portion of FCAT. They are also assessed three times per year with Discovery Education to determine strengths and weaknesses in reading, math and science.

The number of Bozeman graduates completing postsecondary courses should be increasing due to the amount of new AP and dual enrolled courses being offered at Bozeman: AP Language Arts, Dual Enrolled Spanish, Online Dual Enrolled Learning Lab. Students who complete the STEM program in Agri-Science and Digital Design receive industry certification in their respective areas. Students are provided the opportunity to take the PERT assessment twice a semester to identify areas of need or qualify for dual enrollment eligibility. Juniors and Seniors have the opportunity to attend other career and technical programs at Haney Technical Center. Field trips to Haney Technical Center and Gulf Coast State College and Florida State University are provided during the school day. A Career Day is scheduled in the Spring with representatives from numerous colleges and businesses.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Deane Bozeman Collaborative Data Teams will analyze data from common assessments to drive instruction and increased student achievement.

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. Deane Bozeman Collaborative Data Teams will analyze data from common assessments to drive instruction and increased student achievement. 1a

G055812

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| AMO Math - All Students | 69.0 |
| AMO Math - ED | 65.0 |
| AMO Math - Hispanic | 65.0 |
| AMO Math - SWD | 50.0 |
| AMO Math - White | 69.0 |
| Algebra I EOC Pass Rate | 51.0 |
| Geometry EOC Pass Rate | 72.0 |
| Math Gains | 20.0 |
| Math Lowest 25% Gains | 32.0 |
| AMO Reading - All Students | 71.0 |
| AMO Reading - ED | 68.0 |
| AMO Reading - Hispanic | 70.0 |
| AMO Reading - SWD | 52.0 |
| AMO Reading - White | 70.0 |
| ELA/Reading Gains | 34.0 |
| ELA/Reading Lowest 25% Gains | 22.0 |
| FCAT 2.0 Science Proficiency | 53.0 |
| Bio I EOC Pass | 72.0 |

Resources Available to Support the Goal 2

- New Florida standards
- Common planning time
- Guided group instruction
- Common assessments
- Professional development

Targeted Barriers to Achieving the Goal 3

- Knowledge of pedagogy and rigor
- Lack of technology
- Lack of faculty buy-in

Plan to Monitor Progress Toward G1. 8

The collaborative data teams will meet weekly to reflect upon collected data and discuss weaknesses and instructional strategies.

Person Responsible

Cynthia Black

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion


Collaborative data teams will collect item analysis and target instruction based on student needs.

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. Deane Bozeman Collaborative Data Teams will analyze data from common assessments to drive instruction and increased student achievement. **1**

 G055812

G1.B1 Knowledge of pedagogy and rigor **2**

 B140669

G1.B1.S1 Professional Development within the collaborative data teams **4**

 S152978

Strategy Rationale

New Florida Standards and new state assessments

Action Step 1 **5**

Collaborative data teams will create common assessments based on power standards.

Person Responsible

Joshua Balkom

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Our literacy coach will collect data spreadsheets and completed common assessments.

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

Lesson plans, documentation of meetings, data spreadsheets

Person Responsible

Joshua Balkom

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Lesson plans, documentation of meetings, data spreadsheets

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

Administrators will review lesson plans, having once a month grade level meeting with administration, administration will review common assessments and provide feedback

Person Responsible

Joshua Balkom


Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Lesson plans will be reviewed, attendance at monthly meetings will be monitored, common assessments will be reviewed and provided feedback.

G1.B2 Lack of technology **2**

 B140670

G1.B2.S1 Train more teachers in using BYOD in secondary and implementing computer lab time for keyboarding skills for elementary. **4**

 S152979

Strategy Rationale

Students become more proficient in using their devices for academic purposes and teachers become more comfortable letting the students use their devices in the classroom setting

Action Step 1 **5**

Bozeman will provide professional development opportunities in the area of technology.

Person Responsible

Loral Monn

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

The technology lab schedule for elementary will provided documentation of times in lab. In addition, teachers will have a certificate of completion of BYOD training.

Action Step 2 **5**

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Certificates of completion, lab schedules, lesson plans, and sign-in sheets will be monitored.

Person Responsible

Ivan Beach

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Certificates of completion, lab schedules, lesson plans, and sign-in sheets will be monitored and maintained on spreadsheets.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Student outcomes on computer based common assessments will be monitored.

Person Responsible

Ivan Beach


Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Student outcome data from common assessments will be entered on data spreadsheets and be monitored.

G1.B3 Lack of faculty buy-in 2

 B140671

G1.B3.S1 Continue with collaborative data teams to develop common assessments and increase knowledge of standards 4

 S152980

Strategy Rationale

Based on last year's school improvement plan, data indicated that collaborative data teams helped to increase student achievement.

Action Step 1 5

Deane Bozeman school will use the BDS data driven dialogue.

Person Responsible

Joshua Balkom

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Reflections from PLC's along with planning meeting walkthroughs.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Show success by designing common assessments to increase student achievement

Person Responsible

Joshua Balkom

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Participation in the design, administering and analyzing the results of the common assessments.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Participation in collaborative data team planning

Person Responsible

Joshua Balkom

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Sign in sheets, log of collaboration

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 | Collaborative data teams will create common assessments based on power standards. | Balkom, Joshua | 8/19/2014 | Our literacy coach will collect data spreadsheets and completed common assessments. | 6/5/2015 weekly |
| G1.B2.S1.A1 | Bozeman will provide professional development opportunities in the area of technology. | Monn, Loral | 8/19/2014 | The technology lab schedule for elementary will provided documentation of times in lab. In addition, teachers will have a certificate of completion of BYOD training. | 6/5/2015 monthly |
| G1.B3.S1.A1 | Deane Bozeman school will use the BDS data driven dialogue. | Balkom, Joshua | 8/19/2014 | Reflections from PLC's along with planning meeting walkthroughs. | 6/5/2015 weekly |
| G1.B2.S1.A2 | [no content entered] | | | one-time | |
| G1.MA1 | The collaborative data teams will meet weekly to reflect upon collected data and discuss weaknesses and instructional strategies. | Black, Cynthia | 8/19/2014 | Collaborative data teams will collect item analysis and target instruction based on student needs. | 6/5/2015 weekly |

| 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 | Administrators will review lesson plans, having once a month grade level meeting with administration, administration will review common assessments and provide feedback | Balkom, Joshua | 8/19/2014 | Lesson plans will be reviewed, attendance at monthly meetings will be monitored, common assessments will be reviewed and provided feedback. | 6/5/2015 monthly |
| G1.B1.S1.MA1 | Lesson plans, documentation of meetings, data spreadsheets | Balkom, Joshua | 8/19/2014 | Lesson plans, documentation of meetings, data spreadsheets | 6/5/2015 weekly |
| G1.B2.S1.MA1 | Student outcomes on computer based common assessments will be monitored. | Beach, Ivan | 8/19/2014 | Student outcome data from common assessments will be entered on data spreadsheets and be monitored. | 6/5/2015 monthly |
| G1.B2.S1.MA1 | Certificates of completion, lab schedules, lesson plans, and sign-in sheets will be monitored. | Beach, Ivan | 8/19/2014 | Certificates of completion, lab schedules, lesson plans, and sign-in sheets will be monitored and maintained on spreadsheets. | 6/5/2015 monthly |
| G1.B3.S1.MA1 | Participation in collaborative data team planning | Balkom, Joshua | 8/19/2014 | Sign in sheets, log of collaboration | 6/5/2015 weekly |
| G1.B3.S1.MA1 | [no content entered] | | | one-time | |
| G1.B3.S1.MA1 | Show success by designing common assessments to increase student achievement | Balkom, Joshua | 8/19/2014 | Participation in the design, administering and analyzing the results of the common assessments. | 6/5/2015 monthly |

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. Deane Bozeman Collaborative Data Teams will analyze data from common assessments to drive instruction and increased student achievement.

G1.B1 Knowledge of pedagogy and rigor

G1.B1.S1 Professional Development within the collaborative data teams

PD Opportunity 1

Collaborative data teams will create common assessments based on power standards.

Facilitator

Jeannie Williams

Participants

Faculty

Schedule

Weekly, from 8/19/2014 to 6/5/2015

G1.B2 Lack of technology

G1.B2.S1 Train more teachers in using BYOD in secondary and implementing computer lab time for keyboarding skills for elementary.

PD Opportunity 1

Bozeman will provide professional development opportunities in the area of technology.

Facilitator

Loral Monn and Angie Pence

Participants

Faculty

Schedule

Monthly, from 8/19/2014 to 6/5/2015

G1.B3 Lack of faculty buy-in

G1.B3.S1 Continue with collaborative data teams to develop common assessments and increase knowledge of standards

PD Opportunity 1

Deane Bozeman school will use the BDS data driven dialogue.

Facilitator

Department heads and collaborative team leaders

Participants

Faculty

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Technical Assistance Items

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

G1. Deane Bozeman Collaborative Data Teams will analyze data from common assessments to drive instruction and increased student achievement.

G1.B2 Lack of technology

G1.B2.S1 Train more teachers in using BYOD in secondary and implementing computer lab time for keyboarding skills for elementary.

PD Opportunity 1

Facilitator

Participants

Schedule

Budget Rollup

| Summary | |
|---|--------------|
| Description | Total |
| Goal 1: Deane Bozeman Collaborative Data Teams will analyze data from common assessments to drive instruction and increased student achievement. | 3,330 |
| Grand Total | 3,330 |

| Goal 1: Deane Bozeman Collaborative Data Teams will analyze data from common assessments to drive instruction and increased student achievement. | | |
|---|--------------------------|--------------|
| Description | Source | Total |
| B1.S1.A1 - Notes \$3,39.59 was carried over from last year's budget for school improvement. Of this, \$325.25 was spent for substitutes to cover school improvement team members for a collaborative work day. | School Improvement Funds | 3,330 |
| Total Goal 1 | | 3,330 |