Deane Bozeman School

2015-16 School Improvement Plan

Deane Bozeman School

13410 HIGHWAY 77, Panama City, FL 32409

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	No	61%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	8%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	C	C	C

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/194907.

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

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

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:

Name	Title
Balkom, Joshua	Principal
Banks, Andrea	Assistant Principal
Beach, Ivan	Assistant Principal
Black, Cynthia	Assistant Principal
Monn, Loral	Teacher, K-12
Timmins, Kim	Assistant Principal
West, Christie	Teacher, K-12
Williams, Jeannie	Instructional Coach
Wiggins, Peggy	Teacher, K-12
Sims, Brandi	Teacher, K-12
Riviere, Carmen	Teacher, K-12
Oglesby, Karen	Teacher, K-12
Peltenon, Becky	Teacher, K-12
Griffith, Amy	
Gaddy, Corey	Teacher, K-12

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:

Name	Stakeholder Group
Sherri Bagwell	Parent
Lois Walsh	Teacher
Jessica Houwers	Parent
Jeannie Williams	Teacher
Andrea Banks	Teacher
Jeniece Sowell	Parent
Marshall Sowell	Student
Josh Balkom	Principal
Cynthia Black	Teacher
Nicole Tuttle	Parent
Denika Goddin	Parent
Jessica Yohn	Parent
Dana Anglin	Parent
Renee Doolittle	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:

Name	Title
Balkom, Joshua	Principal
Banks, Andrea	Administrative Support
Beach, Ivan	Assistant Principal
Black, Cynthia	Administrative Support
Carter, Lisa	Teacher, K-12
Peltenon, Becky	Teacher, K-12
Riviere, Carmen	Teacher, K-12
Sanders, Bonnie	Teacher, K-12
Timmins, Kim	Assistant Principal
Davis, Janet	Teacher, K-12
Oglesby, Karen	Teacher, K-12

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 identified by the survey. Parent surveys also provide feedback for points of interest to be represented as well. The College and Career Expo assists students in understanding the relationship between coursework and the workforce. Workplace site visits are also scheduled throughout the year to local employers including Tyndall Air Force Base, Naval Coastal System Station, law enforcement agencies, medical centers and local colleges. College and/or Career speakers from the community enter 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 Environmental Resources (Ag), Digital Design and ITV classes. Students in these classes are challenged with a rigorous curriculum which makes connections between what they are learning and the possible 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 also have the opportunity to attend the local community college to participate in career and technical programs that are not offered on the school campus.

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

Students are offered a variety of opportunities to integrate career and technical education with academic courses. For the past three years the staff at Bozeman has worked diligently to pair career/technical courses with academic courses in multiple disciplines. In the Environmental Resources program, students who enter the program are placed in Biology paired with Agriscience. Second year students are paired with Plant/Animal Biotechnology with Chemistry. The Digital Design program also works to integrate the CTE curriculum along side both English and Social Science coursework. The Introduction to Information Technology course collaborates with the core curriculum instruction to insure rigorous coursework is experienced. The planning and implementation process is accomplished with a multidiscipline approach which takes place in weekly PLC meetings.

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

At Dene Bozeman School there are a variety of strategies incorporated yearly to prepare students for postsecondary readiness.
-Students assessed three times per year with the NWEA Map assessment to determine academic strengths, academic weaknesses and to influence instructional practice in reading, math and science.
-Students who are Juniors and Seniors are compelled to sit for the Post Secondary Education Readiness Test (PERT) twice per semester to gauge college and career readiness.
-Courses offerings are also used to help prepare students for post high school education. Course offerings are altered yearly due to enrollment, course requests and program progressions. The number of Advanced Placement courses, Dual Enrollment Courses and Career Technical courses increases yearly as new offerings are introduced. The use of online curriculum and course offerings has also impacted student readiness as students are introduced to more rigorous curriculum.
-Students who complete Career Technical progressions also are assessed in the career field and many earn industry certifications which certify their readiness in specific fields.
-Junior and Senior students have the opportunity to attend other programs at Haney Technical Center and Gulf Coast Community College that are not offered on the school campus.
-Data is collected yearly on the number of students who are enrolled in these programs and courses along with completion data that helps the school to determine student success and areas that may need improvement.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   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`

Targets Supported `1b`

`G071614`

Indicator	Annual Target
AMO Math - All Students	
AMO Math - ED	
AMO Math - Hispanic	
AMO Math - SWD	
AMO Math - White	
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	
AMO Reading - ED	
AMO Reading - Hispanic	
AMO Reading - SWD	
AMO Reading - White	
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`

- Lack of knowledge of pedagogy and rigor

- Lack of technology

- Lack of faculty buy-in

- Lack of knowledge of instructional roles for implementation of inclusion model

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 8/18/2015 to 6/2/2016

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

🔑 G071614

G1.B1 Lack of knowledge of pedagogy and rigor 2

🔑 B186675

G1.B1.S1 Increase knowledge and instruction of power/priority standards. 4

🔑 S198088

Strategy Rationale

New Florida Standards and new state assessments

Action Step 1 5

Collaborative data teams (Grade Level PLCs) will create common assessments based on power/priority standards.

Person Responsible

Joshua Balkom

Schedule

Weekly, from 8/18/2015 to 6/2/2016

Evidence of Completion

Our Grade Level PLC Leads will collect data spreadsheets, PLC meeting minutes, and completed common assessments to share during MTSS grade-level data chats.

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 8/18/2015 to 6/2/2016

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 8/18/2015 to 6/2/2016

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

🔍 B186676

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

🔍 S198089

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 and increase technology access for elementary and secondary students.

Person Responsible

Loral Monn

Schedule

Monthly, from 8/18/2015 to 6/2/2016

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.

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 8/18/2015 to 6/2/2016

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 8/18/2015 to 6/2/2016

Evidence of Completion

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

G1.B3 Lack of faculty buy-in `2`

🔍 B186677

G1.B3.S1 Shared implementation of a deliberate practice goal developed collectively within their grade level PLCs. `4`

🔍 S198090

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`

Bozeman PLCs will meet regularly to complete full PLC process (curriculum, assessment, instruction, data driven dialogue and the sub categories within).

Person Responsible

Joshua Balkom

Schedule

Weekly, from 8/18/2015 to 6/2/2016

Evidence of Completion

Minutes, data sheets/charts, SIP sign in sheets, MTSS reports from PLC's along with planning meeting walkthroughs.

Action Step 2 `5`

Person Responsible

Schedule

Evidence of Completion

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

Development of deliberate practice by PLC (PLC minutes, DP plan, data sheets, MTSS minutes).

Person Responsible

Joshua Balkom

Schedule

Monthly, from 8/18/2015 to 6/2/2016

Evidence of Completion

Participation in the design and implementation of Deliberate Practice.

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

Data analysis of students identified in PLC team.

Person Responsible

Joshua Balkom

Schedule

Weekly, from 8/18/2015 to 6/2/2016

Evidence of Completion

Data spreadsheets, PLC minutes, MTSS minutes

G1.B4 Lack of knowledge of instructional roles for implementation of inclusion model 2

B186678

G1.B4.S1 Faculty and staff will participate in professional development to increase knowledge and practice of inclusion model strategies. 4

S198091

Strategy Rationale

Our Plus 2 data indicated a need for improvement in the area of differentiated instruction for all levels of students.

Action Step 1 5

Deane Bozeman will participate in school-wide professional development of inclusion practices for students.

Person Responsible

Jeannie Williams

Schedule

Monthly, from 9/8/2015 to 6/2/2016

Evidence of Completion

Sign in sheets, agendas, Plus 2 data

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 (Grade Level PLCs) will create common assessments based on power/priority standards.	Balkom, Joshua	8/18/2015	Our Grade Level PLC Leads will collect data spreadsheets, PLC meeting minutes, and completed common assessments to share during MTSS grade-level data chats.	6/2/2016 weekly
G1.B2.S1.A1	Bozeman will provide professional development opportunities in the area of technology and increase technology access for elementary and secondary students.	Monn, Loral	8/18/2015	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.	6/2/2016 monthly
G1.B3.S1.A1	Bozeman PLCs will meet regularly to complete full PLC process (curriculum, assessment, instruction, data driven dialogue and the sub categories within).	Balkom, Joshua	8/18/2015	Minutes, data sheets/charts, SIP sign in sheets, MTSS reports from PLC's along with planning meeting walkthroughs.	6/2/2016 weekly
G1.B4.S1.A1	Deane Bozeman will participate in school-wide professional development of inclusion practices for students.	Williams, Jeannie	9/8/2015	Sign in sheets, agendas, Plus 2 data	6/2/2016 monthly
G1.B3.S1.A2	[no content entered]			once	
G1.MA1	The collaborative data teams will meet weekly to reflect upon collected data	Black, Cynthia	8/18/2015	Collaborative data teams will collect item analysis and target instruction based on student needs.	6/2/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	and discuss weaknesses and instructional strategies.				
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	8/18/2015	Lesson plans will be reviewed, attendance at monthly meetings will be monitored, common assessments will be reviewed and provided feedback.	6/2/2016 monthly
G1.B1.S1.MA1	Lesson plans, documentation of meetings, data spreadsheets	Balkom, Joshua	8/18/2015	Lesson plans, documentation of meetings, data spreadsheets	6/2/2016 weekly
G1.B2.S1.MA1	Student outcomes on computer based common assessments will be monitored.	Beach, Ivan	8/18/2015	Student outcome data from common assesssments will be entered on data spreadsheets and be monitored.	6/2/2016 monthly
G1.B2.S1.MA1	Certificates of completion, lab schedules, lesson plans, and sign-in sheets will be monitored.	Beach, Ivan	8/18/2015	Certificates of completion, lab schedules, lesson plans, and sign-in sheets will be monitored and maintained on spreadsheets.	6/2/2016 monthly
G1.B3.S1.MA1	Data analysis of students identified in PLC team.	Balkom, Joshua	8/18/2015	Data spreadsheets, PLC minutes, MTSS minutes	6/2/2016 weekly
G1.B3.S1.MA1	Development of deliberate practice by PLC (PLC minutes, DP plan, data sheets, MTSS minutes).	Balkom, Joshua	8/18/2015	Participation in the design and implementation of Deliberate Practice.	6/2/2016 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 Lack of knowledge of pedagogy and rigor

G1.B1.S1 Increase knowledge and instruction of power/priority standards.

PD Opportunity 1

Collaborative data teams (Grade Level PLCs) will create common assessments based on power/priority standards.

Facilitator

Jeannie Williams (Literacy Coach), Jessica Sims (Math Coach)

Participants

Faculty

Schedule

Weekly, from 8/18/2015 to 6/2/2016

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 and increase technology access for elementary and secondary students.

Facilitator

Loral Monn and Kelly Foran

Participants

Faculty

Schedule

Monthly, from 8/18/2015 to 6/2/2016

G1.B3 Lack of faculty buy-in

G1.B3.S1 Shared implementation of a deliberate practice goal developed collectively within their grade level PLCs.

PD Opportunity 1

Bozeman PLCs will meet regularly to complete full PLC process (curriculum, assessment, instruction, data driven dialogue and the sub categories within).

Facilitator

Department heads and Primary PLC team leaders

Participants

Faculty

Schedule

Weekly, from 8/18/2015 to 6/2/2016

G1.B4 Lack of knowledge of instructional roles for implementation of inclusion model

G1.B4.S1 Faculty and staff will participate in professional development to increase knowledge and practice of inclusion model strategies.

PD Opportunity 1

Deane Bozeman will participate in school-wide professional development of inclusion practices for students.

Facilitator

Jeannie P. Williams

Participants

Administrators, teachers and paraprofessionals

Schedule

Monthly, from 9/8/2015 to 6/2/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Collaborative data teams (Grade Level PLCs) will create common assessments based on power/priority standards.				$135,705.34
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0541 - Deane Bozeman School	School Improvement Funds		$3,004.34
			Notes: Notes $3,004.34 was carried over from last year's budget for school improvement.			
	2110	120-Classroom Teachers	0541 - Deane Bozeman School	Title I Part A		$48,857.00
			Notes: Funds will be used to hire Intervention teacher salary to focus on power standards.			
	2110	160-Other Support Personnel	0541 - Deane Bozeman School	Title I Part A		$74,850.00
			Notes: Hire paraprofessionals to support differentiated classroom instruction of power standards.			
	3240	510-Supplies	0541 - Deane Bozeman School	Title I Part A		$8,994.00
			Notes: Purchase classroom materials to enhance implementation of power/priority standards.			
2	G1.B2.S1.A1	Bozeman will provide professional development opportunities in the area of technology and increase technology access for elementary and secondary students.				$12,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3240	643-Computer Hardware Capitalized	0541 - Deane Bozeman School	Title I Part A		$12,000.00
			Notes: Purchase 24 computers to create new lab for elementary teachers.			
3	G1.B3.S1.A1	Bozeman PLCs will meet regularly to complete full PLC process (curriculum, assessment, instruction, data driven dialogue and the sub categories within).				$12,978.19
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3240	100-Salaries	0541 - Deane Bozeman School	Title I Part A		$12,978.19
			Notes: Development of critical thinking curriculum, PLC collaborative planning days for staff, Development of vertical writing assessment (substitutes and stipends for teachers)			
4	G1.B3.S1.A2					$0.00

Budget Data

5	G1.B4.S1.A1	Deane Bozeman will participate in school-wide professional development of inclusion practices for students.	$0.00
		Total:	$160,683.53