

Bay District Schools

# Deane Bozeman School



2017-18 Schoolwide Improvement Plan

## Deane Bozeman School

13410 HIGHWAY 77, Panama City, FL 32409

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	Yes	65%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	8%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	B*	C

*\*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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Deane Bozeman School

DA Region and RED	DA Category and Turnaround Status
Northwest - <a href="#">Rachel Heide</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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.

##### b. 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.

#### 2. School Environment

##### a. 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. High school 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 and school information. 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. Our Title I funding provides a parent liaison that is in frequent contact with families. Her role is to assist with school/home connection, attendance and parent involvement.

##### b. 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.

##### c. 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 BUCK expectation posters throughout campus. In order to promote positive behavior and student engagement, Deane Bozeman school has multiple incentive programs including Big Buck Day in the elementary classes and Bucktastic Days at the secondary level . We will be implementing a low level referral system at the secondary level in an effort to keep students in class and cut down on discipline referrals. Teachers will have an intervention menu in which they must implement 2 strategies before writing ODR. Monthly incentives are in place to reinforce positive behavior and attendance. Teachers will receive training on the low level referral system during in-service. Elementary staff will also receive training on Growth Mindset during in-service. Tier I behavior will be discussed in monthly MTSS/behavior meetings. Tier 2 and Tier 3 behavior interventions will be implementing Zoo U, check in/check out, Promise room, use of faculty/staff/older students to mentor students. Administration and school counselors will frequently conduct walkthroughs to reinforce positive behaviors in the classroom.

Monthly character traits will be implemented in instruction to reinforce state adopted character traits. Elementary will implement citizen of the month and will recognize students displaying those traits.

**d. 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 and a site-based Florida Therapy counselor. Group programs such as VOICES 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. Across K-8 classrooms, students will participate in monthly Character Education focused lessons each day through Project Wisdom curriculum. 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.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**a. 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

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

**1. 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	15	12	11	12	4	13	23	15	31	31	25	27	25	244
One or more suspensions	0	2	2	1	0	0	14	23	15	18	10	3	6	94
Course failure in ELA or Math	0	5	0	1	0	1	9	3	18	19	29	19	13	117
Level 1 on statewide assessment	0	0	0	0	8	17	31	31	44	47	35	33	36	282

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	3	0	0	2	7	20	18	30	29	24	21	21	175	

**c. 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 with non-ESE peers. Child Study Teams meet with parents to discuss concerns about academic progress as well as attendance and discipline. Attendance incentives are offered at all levels with resources from Attendanceworks.org for motivation and prevention of chronic absences. 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. Teachers implement specific research based strategies for the targeted groups in their individual professional development plans.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**1. 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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/446093>.

**2. Description**

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



## 2. 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.

### C. Effective Leadership

#### 1. School Leadership Team

##### a. Membership

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

Name	Title
Balkom, Joshua	Principal
	Assistant Principal
Beach, Ivan	Assistant Principal
Black, Cynthia	Assistant Principal
Monn, Loral	Teacher, K-12
West, Christie	Teacher, K-12
Wiggins, Peggy	Teacher, K-12
Peltenon, Becky	Teacher, K-12
Davis, Janet	Teacher, K-12
Sanders, Bonnie	Teacher, K-12
Timmins, Kim	Assistant Principal

##### b. Duties

#### 1. 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, Christie West  
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 walk-through observations, and monitoring lesson plans and individual professional development plans. Administrators communicate with parents regarding school-wide MTSS plans and activities.

School Improvement Representatives:

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), Dee Meadows (Secondary), and Blessy Johnson.

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: Kara Mulkusky

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 Tier 1, 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 Davis (Secondary)

The SLPs 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: Lisa Bidwell

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.

**2. 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.

## **2. School Advisory Council (SAC)**

### a. Membership

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

Name	Stakeholder Group
Josh Balkom	Principal
Denika Goddin	Parent
Jessica Yohn	Parent
Renee Doolittle	Parent
Janet Davis	Teacher
Yvonne Jackson	Education Support Employee
Angela Lawson	Education Support Employee
James Martin	Parent
Loral Monn	Teacher
Brooke Powell	Parent
Jessica Houwers	Education Support Employee
Jill Sanders	Parent
Jessica Mathis	Parent
Isis Rogers	Parent
April Strickland	Parent
Beth Holbrook	Parent
Shannon Wilson	Parent
Sally Addison	Parent
Stephanie Pruneau	Parent
Donald Nygard	Business/Community
Pam Rudd	Teacher
Dana Manis	Teacher
Amy Griffith	Teacher
Savannah Gardner	Student
Caroline Hanson	Student
	Student

### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

**a. Evaluation of last year's school improvement plan**

SAC will hold its first meeting in October to review last years SIP and data. SAC will also review and give input to new SIP for the 17-18 school year.

**b. 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 2017-18..

At the first SAC meeting on October 17, 2017, the goals were presented and discussed. The School Improvement Team presented barriers and strategies that have been developed by the SIP team. The SAC provided input regarding attendance barrier/strategies and approved the academic barriers/strategies.. Future meetings will look at data to determine the progress of the goals/barriers/strategies.

*c. Preparation of the school's annual budget and plan*

The school advisory committee reviews and approves the annual budget in the Spring. The SAC also reviews spring Title I survey and helps plan Parent Involvement workshops.

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

SIP funds were used to purchase items that reinforced the implementation of our SIP. Expenses included: communication planners for students/parents/teachers(\$1400.00), Teacher's Resource Books for teachers to build knowledge of strategies to help students academically and behaviorally(\$522.00), hands-on science materials(\$774.82), US History supplemental books(\$643.50), intervention books for CTC program(\$540.00).

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Balkom, Joshua	Principal
Beach, Ivan	Assistant Principal
Peltenon, Becky	Teacher, K-12
Davis, Janet	Teacher, K-12
Sims, Brandi	Teacher, K-12
Wiggins, Peggy	Teacher, K-12
West, Christie	Teacher, K-12
Monn, Loral	Teacher, K-12
Timmins, Kim	Assistant Principal

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

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.

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

### 1. 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 utilize district created common assessments. 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.

### 2. 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.

### 3. 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.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

#### 1. 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 test item specs, teachers align lesson plans to the standards. Teachers also utilize district pacing guides to plan instruction. 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.

## **b. Instructional Strategies**

**1. 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: NWEA MAP, FSA, FCAT, EOC, AP 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.

**2. 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.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

***1. 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 instructor. 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.

## **b. College and Career Readiness**

### ***1. 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.

### ***2. 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.

### ***3. 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.

**4. 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 Deane Bozeman School, there are a variety of strategies incorporated yearly to prepare students for post-secondary 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.

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. 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:

*No files were uploaded*

#### 2. 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.

### B. 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.

### C. Strategic Goals

## 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 School (Elementary) will implement BUCK expectations in order to decrease discipline referrals by 5 percent.
- G2.** Deane Bozeman Collaborative Data Teams (Professional Learning Communities) will analyze multiple data sources to drive instruction and increase student achievement.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1.** Deane Bozeman School (Elementary) will implement BUCK expectations in order to decrease discipline referrals by 5 percent. 1a

G097437

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	3.25

**Targeted Barriers to Achieving the Goal** 3

- Knowledge/Use of common language of BUCK Expectations
- Implement character education with fidelity

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Counselors, mentors, Promise room/paraprofessional, character education curriculum

**Plan to Monitor Progress Toward G1.** 8

Lesson plans will reflect use of Project Wisdom, monthly leadership team notes regarding discipline and continual monitoring of referrals entered in FOCUS, administrative walkthrough data showing implementation of Buck Expectations and use of Growth Mindset in all classrooms

**Person Responsible**

Kim Timmins

**Schedule**

Monthly, from 9/1/2017 to 6/1/2018

**Evidence of Completion**

A decrease in discipline referrals of at least 5% for the 2017- 2018 school year, compared to the 2016 - 2017 school year.

**G2.** Deane Bozeman Collaborative Data Teams (Professional Learning Communities) will analyze multiple data sources to drive instruction and increase student achievement. 1a

G097438

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	77.0
Algebra I EOC Pass Rate	61.0
Geometry EOC Pass Rate	54.0
Math Gains	52.0
Math Lowest 25% Gains	40.0
ELA/Reading Gains	47.0
ELA/Reading Lowest 25% Gains	40.0
FCAT 2.0 Science Proficiency	48.0
Bio I EOC Pass	54.0
AMO Math - Hispanic	
AMO Math - SWD	
AMO Math - White	
AMO Reading - All Students	
AMO Reading - ED	
AMO Reading - Hispanic	
AMO Reading - SWD	
AMO Reading - White	

**Targeted Barriers to Achieving the Goal** 3

- Student Attendance
- Implementation of Curriculum with Fidelity and Rigor using Curriculum Guides
- Learning Gains in the Lowest 25%
- Percentage of Students Making Learning Gains in ELA

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- AttendanceWorks.org
- District Created Curriculum Guides
- Data of Lowest 25% Spreadsheets
- Common Assessments
- Professional Development

**Plan to Monitor Progress Toward G2.** 8

District Common assessment data

**Person Responsible**

Joshua Balkom

**Schedule**

Monthly, from 8/17/2017 to 6/1/2018

***Evidence of Completion***

Focus reports, CST meeting notes, Google Docs (PLC minutes), MTSS meeting minutes/agenda

## 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 School (Elementary) will implement BUCK expectations in order to decrease discipline referrals by 5 percent. **1**

 G097437

**G1.B1** Knowledge/Use of common language of BUCK Expectations **2**

 B261920

**G1.B1.S1** Provide staff development of BUCK expectations and Growth Mindset **4**

 S277400

### Strategy Rationale

All staff members should be using consistent language for student expectations concerning social and academic behaviors.

### Action Step 1 **5**

Guidance and administration will train elementary staff on Growth Mindset and BUCK Expectations.

#### Person Responsible

Kim Timmins

#### Schedule

On 9/29/2017

#### Evidence of Completion

School In-service agenda and training handouts



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

### Classroom Walkthroughs

#### **Person Responsible**

Kim Timmins

#### **Schedule**

Weekly, from 9/1/2017 to 6/1/2018

#### ***Evidence of Completion***

During classroom walkthroughs Buck Expectations are displayed, referenced and adhered to consistently. Evidence will also be noted during walkthroughs of Growth Mindset strategies being used as well as the Growth Mindset language being used by teachers and students.

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

Use of monthly data behavior chats with MTSS leadership team to monitor Focus discipline referrals.

#### **Person Responsible**

Kim Timmins

#### **Schedule**

Monthly, from 9/1/2017 to 6/1/2018

#### ***Evidence of Completion***

Behavior data will be analyzed and monitored for student improvement or lack of improvement. Adjustments to individual behavior support plans will be made and monitored.

**G1.B2** Implement character education with fidelity **2**

 B261921

**G1.B2.S1** Implement Project Wisdom in elementary classrooms. **4**

 S277401

**Strategy Rationale**

Implementing Project Wisdom in elementary classrooms will provide students with Character Education that will enable them to be productive school and community citizens.

**Action Step 1** **5**

Utilize on-line Project Wisdom character education program in classroom

**Person Responsible**

Kim Timmins

**Schedule**

Daily, from 9/1/2017 to 6/1/2018

***Evidence of Completion***

Lesson plans, classroom walkthroughs, recognition of citizens of the month

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

Monitor teacher lesson plans and classroom walkthroughs.

**Person Responsible**

Kim Timmins

**Schedule**

Weekly, from 9/1/2017 to 6/1/2018

***Evidence of Completion***

Inclusion of Project Wisdom in teacher lesson plans and observation during classroom walkthroughs.

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

Administration will monitor the delivery of Project Wisdom via lesson plans and classroom walkthroughs.

### Person Responsible

Kim Timmins


### Schedule

Weekly, from 9/1/2017 to 6/1/2018

### Evidence of Completion

Inclusion of Project Wisdom in teacher lesson plans and observation during classroom walkthroughs.

**G2.** Deane Bozeman Collaborative Data Teams (Professional Learning Communities) will analyze multiple data sources to drive instruction and increase student achievement. 1

 G097438

## G2.B1 Student Attendance 2

 B261922

### G2.B1.S1 Attendance Incentive Program 4

 S277402

### Strategy Rationale

Student motivation in order to increase student attendance in an effort to increase student achievement.

## Action Step 1 5

Monthly attendance incentives for students with 3 or less excused absences.

### Person Responsible

Joshua Balkom

### Schedule

Monthly, from 8/17/2017 to 6/1/2018

### Evidence of Completion

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

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Focus reports

**Person Responsible**

Joshua Balkom

**Schedule**

Monthly, from 8/17/2017 to 6/1/2018

***Evidence of Completion***

Focus reports, attendance celebration rosters

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Monitor Focus reports, PLC and MTSS meetings to discuss attendance, send home nudge postcards

**Person Responsible**

Joshua Balkom

**Schedule**

Monthly, from 8/17/2017 to 6/1/2018

***Evidence of Completion***

PLC Google Docs, CST meeting notes, MTSS meeting agenda

## G2.B1.S2 Increase Parent Communication 4

 S277403

### Strategy Rationale

Notification to parent of student attendance concerns via letter and phone call home after three absences within a 30 day period.

### Action Step 1 5

Utilize planners, nudge letters, newsletters, IRIS alerts, parent workshops to communicate with parents.

#### Person Responsible

#### Schedule

Weekly, from 8/17/2017 to 6/1/2018

#### Evidence of Completion

Copies of letters, planners, newsletters, IRIS alert emails, workshop agendas

### Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

MTSS leadership meetings will discuss attendance averages for grade levels and individual students,

#### Person Responsible

Christie West

#### Schedule

Monthly, from 8/17/2017 to 6/1/2018

#### Evidence of Completion

Focus attendance reports, PLC minutes, MTSS minutes, nudge letter samples

## Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Focus attendance and grade reports will be monitored to measure improvement.

### Person Responsible

Christie West


### Schedule

Quarterly, from 8/17/2017 to 6/1/2018

### Evidence of Completion

Focus reports (attendance, EWS reports, D/F reports)

## G2.B2 Implementation of Curriculum with Fidelity and Rigor using Curriculum Guides 2

 B261923

### G2.B2.S1 Implement school-wide student learning goals and scales 4

 S277404

### Strategy Rationale

This strategy is to increase student buy-in to learning to develop and foster student ownership of standards mastery.

### Action Step 1 5

Bozeman teachers will utilize district curriculum resource guides and learning goals and scales (when available) within their classroom in order to increase student achievement.

### Person Responsible

Kim Timmins

### Schedule

Weekly, from 8/17/2017 to 6/1/2018

### Evidence of Completion

Teachers will post learning goals and scales in their classrooms, attend district PLC meetings to discuss curriculum guide progress.

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

District Curriculum Guides, lesson plans, classroom walk through

**Person Responsible**

Kim Timmins

**Schedule**

Monthly, from 8/17/2017 to 6/1/2018

***Evidence of Completion***

District Curriculum Guides, lesson plans, classroom walk through, learning walks

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Student outcomes on district common assessments will be monitored, teacher lesson plans will be monitored to make sure teachers are following district curriculum guides.

**Person Responsible**

Kim Timmins

**Schedule**

Monthly, from 8/17/2017 to 6/1/2018

***Evidence of Completion***

Student outcome data from common assessments will be sent to district and compared to other schools, and monitored by administration.



**G2.B2.S2 Professional Learning Communities with a focus on student learning and needs** 4

 S277405

**Strategy Rationale**

Monitoring student achievement based on learning goals and scales in order to differentiate and meet student needs in the classroom in order to increase achievement.

**Action Step 1** 5

In Professional Learning Communities teachers will use multiple data sources to analyze student growth in order to drive instruction to increase student growth and academic rigor.

**Person Responsible**

Joshua Balkom

**Schedule**

Weekly, from 8/17/2017 to 6/1/2018

***Evidence of Completion***

Teacher will collect common assessment data to share at weekly PLC meetings.

**Plan to Monitor Fidelity of Implementation of G2.B2.S2** 6

Monitoring of PLC minutes will be reviewed for the analysis of common assessment data used to drive instruction and lesson plans will be monitored for shifts in instruction as needed.

**Person Responsible**

Joshua Balkom

**Schedule**

Weekly, from 8/17/2017 to 6/1/2018

***Evidence of Completion***

PLC minutes and lesson plans.

## Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Administrator attendance at PLC meetings and classroom walkthroughs.

### Person Responsible

Joshua Balkom

### Schedule

Monthly, from 8/17/2017 to 6/1/2018

### Evidence of Completion

PLC minutes and administrator classroom walkthrough and observation data.

## G2.B2.S3 Implement Classroom Learning Walks 4

 S277406

### Strategy Rationale

Allow teachers to see other teachers teaching using learning goals and scales innovatively will increase implementation.

## Action Step 1 5

Teachers will incorporate classroom learning walks as part of their deliberate practice plans within grade level/subject level PLCs.

### Person Responsible

Joshua Balkom

### Schedule

Monthly, from 8/17/2017 to 6/1/2018

### Evidence of Completion

Learning walks will be recorded in AMIS as part of the DP reflection.

**Plan to Monitor Fidelity of Implementation of G2.B2.S3** 6

Administrators will attend PLC meetings and provide feedback on learning walk reflections.

**Person Responsible**

Joshua Balkom

**Schedule**

Monthly, from 8/17/2017 to 6/1/2018

***Evidence of Completion***

PLC minutes and AIMS DP reflections.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S3** 7

Administrator walkthroughs, review of PLC minutes and DP plans.

**Person Responsible**

Joshua Balkom

**Schedule**

Monthly, from 8/17/2017 to 6/1/2018

***Evidence of Completion***

PLC minutes, DP reflections, and administrator walkthrough data.

## G2.B3 Learning Gains in the Lowest 25% 2

 B261924

### G2.B3.S1 Monitoring of Student Progress within grade/subject area PLCs 4

 S277407

#### Strategy Rationale

Continually monitoring students in the lowest 25% in order to increase mastery of the standards taught.

#### Action Step 1 5

Bozeman MTSS Leadership teams will meet regularly to discuss students' needs and progress

##### Person Responsible

Joshua Balkom

##### Schedule

Biweekly, from 8/17/2017 to 6/1/2018

##### Evidence of Completion

Minutes, data sheets/charts, Focus Reports, MTSS reports from PLCs along with planning meeting walkthroughs.

#### Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

MTSS Leadership teams will meet to discuss data on students' needs

##### Person Responsible

Joshua Balkom

##### Schedule

Monthly, from 8/17/2017 to 6/1/2018

##### Evidence of Completion

Focus reports, minutes, Early warning system reports

## Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Data analysis of students identified in MTSS team

### Person Responsible

Joshua Balkom

### Schedule

Monthly, from 8/17/2017 to 6/1/2018

### Evidence of Completion

Data spreadsheets, Focus Reports, MTSS minutes

## G2.B3.S2 Implementation of small group/individualized instruction 4

 S277408

### Strategy Rationale

Implementation of small group/individualized instruction will increase student achievement and ensure mastery of the standards taught.

## Action Step 1 5

In PLCs teachers will use common formative and summative assessment data to build small groups to enrich or remediate students

### Person Responsible

Kim Timmins

### Schedule

Monthly, from 8/17/2017 to 6/1/2018

### Evidence of Completion

PLC minutes, lesson plans, para schedules, walkthroughs

**Plan to Monitor Fidelity of Implementation of G2.B3.S2** 6

Teachers will use data to have students participate in Reading Roundup which is individualized instruction for enrichment, enhancement and intervention

**Person Responsible**

Kim Timmins

**Schedule**

Monthly, from 8/17/2017 to 6/1/2018

***Evidence of Completion***

Lesson plans, para schedules, PLC minutes

**Plan to Monitor Effectiveness of Implementation of G2.B3.S2** 7

In PLC's teacher will review and reassess small group data to build small groups according to needs and progress

**Person Responsible**

Kim Timmins

**Schedule**

Weekly, from 8/17/2017 to 6/1/2018

***Evidence of Completion***

PLC meeting notes, common assessment data

## G2.B4 Percentage of Students Making Learning Gains in ELA 2

 B261925

### G2.B4.S1 ELA across curriculums 4

 S277409

#### Strategy Rationale

Immersion of ELA in other subject areas will lead to increased student achievement in ELA.

#### Action Step 1 5

Deane Bozeman School will work in PLC groups and Department Head Meetings to incorporate ELA across curriculums in order to increase student achievement in ELA.

##### Person Responsible

Joshua Balkom

##### Schedule

Monthly, from 8/17/2017 to 6/1/2018

##### Evidence of Completion

PLC Minutes Notes, Monitoring of MAP data, Monitoring of Achieve 3,000 Data

#### Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Administrators and PLC Leads will monitor ELA gains/improvements through district common summative assessments, MAP progress monitoring data, and PLC Minutes notes.

##### Person Responsible

Joshua Balkom

##### Schedule

Monthly, from 8/17/2017 to 6/1/2018

##### Evidence of Completion

The evidence used to demonstrate the action plan for the strategy was monitored with fidelity are Achieve 3,000 data, District Common Summative Assessments, MAP data, and DBQ's.



**Plan to Monitor Effectiveness of Implementation of G2.B4.S1** 7

In order to monitor and support the effectiveness of the implementation, PLC's will continuously review data, look into EWS warnings, and problem solve to ensure student growth and success.

**Person Responsible**

Joshua Balkom

**Schedule**


















Monthly, from 8/17/2017 to 6/1/2018

***Evidence of Completion***

The evidence to be used to demonstrate the action plan for the strategy was monitored with effectiveness will be the collection of PLC Minutes, Data Collection spreadsheets, D/F reports, and MAP data monitoring.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.B1.S1.A1 A373781	Guidance and administration will train elementary staff on Growth Mindset and BUCK Expectations.	Timmins, Kim	8/10/2017	School In-service agenda and training handouts	9/29/2017 one-time
G1.MA1 M402802	Lesson plans will reflect use of Project Wisdom, monthly leadership team notes regarding discipline...	Timmins, Kim	9/1/2017	A decrease in discipline referrals of at least 5% for the 2017- 2018 school year, compared to the 2016 - 2017 school year.	6/1/2018 monthly
G2.MA1 M402819	District Common assessment data	Balkom, Joshua	8/17/2017	Focus reports, CST meeting notes, Google Docs (PLC minutes), MTSS meeting minutes/agenda	6/1/2018 monthly
G1.B1.S1.MA1 M402798	Use of monthly data behavior chats with MTSS leadership team to monitor Focus discipline referrals.	Timmins, Kim	9/1/2017	Behavior data will be analyzed and monitored for student improvement or lack of improvement. Adjustments to individual behavior support plans will be made and monitored.	6/1/2018 monthly
G1.B1.S1.MA1 M402799	Classroom Walkthroughs	Timmins, Kim	9/1/2017	During classroom walkthroughs Buck Expectations are displayed, referenced and adhered to consistently. Evidence will also be noted during walkthroughs of Growth Mindset strategies being used as well as the Growth Mindset language being used by teachers and students.	6/1/2018 weekly
G1.B2.S1.MA1 M402800	Administration will monitor the delivery of Project Wisdom via lesson plans and classroom...	Timmins, Kim	9/1/2017	Inclusion of Project Wisdom in teacher lesson plans and observation during classroom walkthroughs.	6/1/2018 weekly
G1.B2.S1.MA1 M402801	Monitor teacher lesson plans and classroom walkthroughs.	Timmins, Kim	9/1/2017	Inclusion of Project Wisdom in teacher lesson plans and observation during classroom walkthroughs.	6/1/2018 weekly
G1.B2.S1.A1 A373782	Utilize on-line Project Wisdom character education program in classroom	Timmins, Kim	9/1/2017	Lesson plans, classroom walkthroughs, recognition of citizens of the month	6/1/2018 daily
G2.B1.S1.MA1 M402803	Monitor Focus reports, PLC and MTSS meetings to discuss attendance, send home nudge postcards	Balkom, Joshua	8/17/2017	PLC Google Docs, CST meeting notes, MTSS meeting agenda	6/1/2018 monthly
G2.B1.S1.MA1 M402804	Focus reports	Balkom, Joshua	8/17/2017	Focus reports, attendance celebration rosters	6/1/2018 monthly
G2.B1.S1.A1 A373783	Monthly attendance incentives for students with 3 or less excused absences.	Balkom, Joshua	8/17/2017	Our Grade Level PLC Leads will collect attendance data, PLC meeting minutes, and completed common assessments to share during MTSS grade-level data chats.	6/1/2018 monthly
G2.B2.S1.MA1 M402807	Student outcomes on district common assessments will be monitored, teacher lesson plans will be...	Timmins, Kim	8/17/2017	Student outcome data from common assessments will be sent to district and compared to other schools, and monitored by administration.	6/1/2018 monthly
G2.B2.S1.MA1 M402808	District Curriculum Guides, lesson plans, classroom walk through	Timmins, Kim	8/17/2017	District Curriculum Guides, lesson plans, classroom walk through, learning walks	6/1/2018 monthly
G2.B2.S1.A1 A373785	Bozeman teachers will utilize district curriculum resource guides and learning goals and scales...	Timmins, Kim	8/17/2017	Teachers will post learning goals and scales in their classrooms, attend district PLC meetings to discuss curriculum guide progress.	6/1/2018 weekly
G2.B3.S1.MA1 M402813	Data analysis of students identified in MTSS team	Balkom, Joshua	8/17/2017	Data spreadsheets, Focus Reports, MTSS minutes	6/1/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.MA1  M402814	MTSS Leadership teams will meet to discuss data on students' needs	Balkom, Joshua	8/17/2017	Focus reports, minutes, Early warning system reports	6/1/2018 monthly
G2.B3.S1.A1  A373788	Bozeman MTSS Leadership teams will meet regularly to discuss students' needs and progress	Balkom, Joshua	8/17/2017	Minutes, data sheets/charts, Focus Reports, MTSS reports from PLCs along with planning meeting walkthroughs.	6/1/2018 biweekly
G2.B4.S1.MA1  M402817	In order to monitor and support the effectiveness of the implementation, PLC's will continuously...	Balkom, Joshua	8/17/2017	The evidence to be used to demonstrate the action plan for the strategy was monitored with effectiveness will be the collection of PLC Minutes, Data Collection spreadsheets, D/F reports, and MAP data monitoring.	6/1/2018 monthly
G2.B4.S1.MA1  M402818	Administrators and PLC Leads will monitor ELA gains/improvements through district common summative...	Balkom, Joshua	8/17/2017	The evidence used to demonstrate the action plan for the strategy was monitored with fidelity are Achieve 3,000 data, District Common Summative Assessments, MAP data, and DBQ's.	6/1/2018 monthly
G2.B4.S1.A1  A373790	Deane Bozeman School will work in PLC groups and Department Head Meetings to incorporate ELA across...	Balkom, Joshua	8/17/2017	PLC Minutes Notes, Monitoring of MAP data, Monitoring of Achieve 3,000 Data	6/1/2018 monthly
G2.B1.S2.MA1  M402805	Focus attendance and grade reports will be monitored to measure improvement.	West, Christie	8/17/2017	Focus reports (attendance, EWS reports, D/F reports)	6/1/2018 quarterly
G2.B1.S2.MA1  M402806	MTSS leadership meetings will discuss attendance averages for grade levels and individual students,	West, Christie	8/17/2017	Focus attendance reports, PLC minutes, MTSS minutes, nudge letter samples	6/1/2018 monthly
G2.B1.S2.A1  A373784	Utilize planners, nudge letters, newsletters, IRIS alerts, parent workshops to communicate with...		8/17/2017	Copies of letters, planners, newsletters, IRIS alert emails, workshop agendas	6/1/2018 weekly
G2.B2.S2.MA1  M402809	Administrator attendance at PLC meetings and classroom walkthroughs.	Balkom, Joshua	8/17/2017	PLC minutes and administrator classroom walkthrough and observation data.	6/1/2018 monthly
G2.B2.S2.MA1  M402810	Monitoring of PLC minutes will be reviewed for the analysis of common assessment data used to...	Balkom, Joshua	8/17/2017	PLC minutes and lesson plans.	6/1/2018 weekly
G2.B2.S2.A1  A373786	In Professional Learning Communities teachers will use multiple data sources to analyze student...	Balkom, Joshua	8/17/2017	Teacher will collect common assessment data to share at weekly PLC meetings.	6/1/2018 weekly
G2.B3.S2.MA1  M402815	In PLC's teacher will review and reassess small group data to build small groups according to needs...	Timmins, Kim	8/17/2017	PLC meeting notes, common assessment data	6/1/2018 weekly
G2.B3.S2.MA1  M402816	Teachers will use data to have students participate in Reading Roundup which is individualized...	Timmins, Kim	8/17/2017	Lesson plans, para schedules, PLC minutes	6/1/2018 monthly
G2.B3.S2.A1  A373789	In PLCs teachers will use common formative and summative assessment data to build small groups to...	Timmins, Kim	8/17/2017	PLC minutes, lesson plans, para schedules, walkthroughs	6/1/2018 monthly
G2.B2.S3.MA1  M402811	Administrator walkthroughs, review of PLC minutes and DP plans.	Balkom, Joshua	8/17/2017	PLC minutes, DP reflections, and administrator walkthrough data.	6/1/2018 monthly
G2.B2.S3.MA1  M402812	Administrators will attend PLC meetings and provide feedback on learning walk reflections.	Balkom, Joshua	8/17/2017	PLC minutes and AIMS DP reflections.	6/1/2018 monthly
G2.B2.S3.A1  A373787	Teachers will incorporate classroom learning walks as part of their deliberate practice plans...	Balkom, Joshua	8/17/2017	Learning walks will be recorded in AMIS as part of the DP reflection.	6/1/2018 monthly

## V. Professional Development Opportunities

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

**G1.** Deane Bozeman School (Elementary) will implement BUCK expectations in order to decrease discipline referrals by 5 percent.

**G1.B1** Knowledge/Use of common language of BUCK Expectations

**G1.B1.S1** Provide staff development of BUCK expectations and Growth Mindset

### PD Opportunity 1

Guidance and administration will train elementary staff on Growth Mindset and BUCK Expectations.

#### Facilitator

Alison Colemere

#### Participants

Elementary Teachers

#### Schedule

On 9/29/2017

**G2.** Deane Bozeman Collaborative Data Teams (Professional Learning Communities) will analyze multiple data sources to drive instruction and increase student achievement.

**G2.B2** Implementation of Curriculum with Fidelity and Rigor using Curriculum Guides

**G2.B2.S1** Implement school-wide student learning goals and scales

### PD Opportunity 1

Bozeman teachers will utilize district curriculum resource guides and learning goals and scales (when available) within their classroom in order to increase student achievement.

#### Facilitator

Lauren Shelton, Denise Newsome

#### Participants

Faculty

#### Schedule

Weekly, from 8/17/2017 to 6/1/2018

## **G2.B3 Learning Gains in the Lowest 25%**

### **G2.B3.S1 Monitoring of Student Progress within grade/subject area PLCs**

#### **PD Opportunity 1**

Bozeman MTSS Leadership teams will meet regularly to discuss students' needs and progress

##### **Facilitator**

Department heads and Primary PLC team leaders

##### **Participants**

Faculty

##### **Schedule**

Biweekly, from 8/17/2017 to 6/1/2018

## **G2.B4 Percentage of Students Making Learning Gains in ELA**

### **G2.B4.S1 ELA across curriculums**

#### **PD Opportunity 1**

Deane Bozeman School will work in PLC groups and Department Head Meetings to incorporate ELA across curriculums in order to increase student achievement in ELA.

##### **Facilitator**

Joshua Balkom, Kim Timmins, Ivan Beach, Cynthia Black, Christie West

##### **Participants**

Administrators, teachers and paraprofessionals

##### **Schedule**

Monthly, from 8/17/2017 to 6/1/2018

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Guidance and administration will train elementary staff on Growth Mindset and BUCK Expectations.				\$0.00
2	G1.B2.S1.A1	Utilize on-line Project Wisdom character education program in classroom				\$599.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0541 - Deane Bozeman School	Title, I Part A		\$599.00
			Notes: Purchase Project Wisdom character education program to be implemented in elementary and middle school classrooms.			
3	G2.B1.S1.A1	Monthly attendance incentives for students with 3 or less excused absences.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0541 - Deane Bozeman School	School Improvement Funds		\$1,000.00
			Notes: Purchase incentive items/snacks for monthly incentive attendance events.			
4	G2.B1.S2.A1	Utilize planners, nudge letters, newsletters, IRIS alerts, parent workshops to communicate with parents.				\$15,656.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	390-Other Purchased Services	0541 - Deane Bozeman School	Title, I Part A		\$1,000.00
			Notes: Purchase planners to foster home/school communication.			
	6150	510-Supplies	0541 - Deane Bozeman School	Title, I Part A		\$2,500.00
			Notes: Host parent involvement activities to share homework tips, attendance tips, inform parents of new curriculum.			
	6150	120-Classroom Teachers	0541 - Deane Bozeman School	Title, I Part A		\$468.00
			Notes: Teachers will present at parent workshops.			
	6150	160-Other Support Personnel	0541 - Deane Bozeman School	Title, I Part A		\$11,688.00
			Notes: Use of Parent Liaison to make contact with parents on daily basis.			
	6150	750-Other Personal Services	0541 - Deane Bozeman School	Title, I Part A		\$0.00
			Notes: Use of substitutes to allow teachers the time to meet with parents in parent conferences.			

5	G2.B2.S1.A1	Bozeman teachers will utilize district curriculum resource guides and learning goals and scales (when available) within their classroom in order to increase student achievement.				\$0.00
6	G2.B2.S2.A1	In Professional Learning Communities teachers will use multiple data sources to analyze student growth in order to drive instruction to increase student growth and academic rigor.				\$0.00
7	G2.B2.S3.A1	Teachers will incorporate classroom learning walks as part of their deliberate practice plans within grade level/subject level PLCs.				\$0.00
8	G2.B3.S1.A1	Bozeman MTSS Leadership teams will meet regularly to discuss students' needs and progress				\$2,367.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0541 - Deane Bozeman School	Title I, Part A		\$1,867.00
			Notes: Provide stipends for common assessment planning.			
	6400	360-Rentals	0541 - Deane Bozeman School	Title I, Part A		\$500.00
			Notes: Provide Planbook lesson planning program for teachers.			
9	G2.B3.S2.A1	In PLCs teachers will use common formative and summative assessment data to build small groups to enrich or remediate students				\$80,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0541 - Deane Bozeman School	Title, I Part A		\$40,300.00
			Notes: Additional classroom teacher			
	5100	130-Other Certified Instructional Personnel	0541 - Deane Bozeman School	Title, I Part A		\$40,300.00
			Notes: Intervention teacher to work with students in small group setting			
10	G2.B4.S1.A1	Deane Bozeman School will work in PLC groups and Department Head Meetings to incorporate ELA across curriculums in order to increase student achievement in ELA.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0541 - Deane Bozeman School	Title I, Part A		\$2,000.00
			Notes: Provide materials for teachers to work with ese students in small groups.			
	5100	642-Furniture, Fixtures and Equipment Non-Capitalized	0541 - Deane Bozeman School	Title I, Part A		\$3,000.00
			Notes: Provide chart stands/easels for small group instruction with ese students.			
Total:						\$105,222.00