Deane Bozeman School

2018-19 Schoolwide Improvement Plan

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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)	**2017-18 Title I School**	**2017-18 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	9%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	B	C	B*

School Board Approval

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

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

As collaborative stakeholders, our mission is to produce life-long independent learners. All students will be engaged in rigorous instruction through a disciplined and supportive environment that prepares them for college and career success in a 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 Leadership Team

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
West, Christie	Assistant Principal
Wiggins, Peggy	Teacher, ESE
Timmins, Kim	Assistant Principal
Rudd, Pam	School Counselor
Cook, Rachel	Instructional Technology
Stroud, Brennis	Teacher, K-12
Wade, Cindy	Teacher, K-12
Black, Cynthia	Assistant Principal
Griffith, Amy	Teacher, K-12

Duties

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

The School Improvement Team is a group of educational leaders from each level of our school. They meet regularly and analyze school data. This team is also an integral part of our in-service by assisting administration in leading the School Improvement Plan and data review with the faculty. Information gained from faculty discussion and analysis assists this team in the development/revision of our School Improvement Plan. The SIP team will meet regularly to complete the SIP and then to monitor the implementation of the SIP. We will also review progress monitoring data and Early Warning System data for effectiveness of the SIP.

Early Warning Systems

Year 2017-18

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	22	14	12	21	13	13	31	22	30	24	26	26	33	287
One or more suspensions	1	0	2	0	0	1	22	14	13	13	6	4	7	83
Course failure in ELA or Math	0	2	0	0	0	0	2	2	2	5	12	6	16	47
Level 1 on statewide assessment	0	0	0	3	10	11	38	21	20	36	31	24	15	209

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	1	1	1	3	3	1	21	14	16	19	18	15	18	131

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Thursday 7/19/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

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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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Our ELA lowest 25% performed the lowest as a whole. Although, this has also been identified as a trend, we are seeing improvement among some of the grade levels.

Which data component showed the greatest decline from prior year?

Our graduation rate had a slight decline from 2017 to 2018.

Which data component had the biggest gap when compared to the state average?

Math achievement showed the biggest gap between the school and state, with a positive value in Bozeman's favor.

Which data component showed the most improvement? Is this a trend?

We had 2 areas that showed significant improvement: math and science. Math had a 10% gain and science with a 12% gain.

Describe the actions or changes that led to the improvement in this area.

Science: Elementary had significant gains in science due to several initiatives: fifth grade departmentalization, weekly hands-on science lessons, increased emphasis on assessed standards in grades 3-5
middle/high initiatives: eighth grade science teacher looping to high school biology with students, common assessments used in science, data analysis of common assessments in PLC teams

Math: Implementation of Eureka math in elementary classes, implementation of common/district assessments, continued PLC collaboration and data analysis, Math 180, intensive math classes in middle school, monthly MTSS grade level meetings to discuss student data

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	57%	70%	60%	47%	58%	55%
ELA Learning Gains	56%	62%	57%	47%	52%	54%
ELA Lowest 25th Percentile	52%	55%	52%	40%	42%	49%
Math Achievement	70%	70%	61%	54%	62%	56%
Math Learning Gains	63%	59%	58%	52%	60%	54%
Math Lowest 25th Percentile	55%	62%	52%	40%	43%	48%
Science Achievement	62%	62%	57%	48%	56%	52%
Social Studies Achievement	85%	83%	77%	73%	80%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	22 (15)	14 (12)	12 (11)	21 (12)	13 (4)	13 (13)	31 (23)	22 (15)	30 (31)	24 (31)	26 (25)	26 (27)	33 (25)	287 (244)
One or more suspensions	1 (0)	0 (2)	2 (2)	0 (1)	0 (0)	1 (0)	22 (14)	14 (23)	13 (15)	13 (18)	6 (10)	4 (3)	7 (6)	83 (94)
Course failure in ELA or Math	0 (0)	2 (5)	0 (0)	0 (1)	0 (0)	0 (1)	2 (9)	2 (3)	2 (18)	5 (19)	12 (29)	6 (19)	16 (13)	47 (117)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	3 (0)	10 (8)	11 (17)	38 (31)	21 (31)	20 (44)	36 (47)	31 (35)	24 (33)	15 (36)	209 (282)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	81%	57%	24%	57%	24%
	2017	86%	59%	27%	58%	28%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2018	70%	51%	19%	56%	14%
	2017	62%	52%	10%	56%	6%
Same Grade Comparison		8%				
Cohort Comparison		-16%				
05	2018	55%	50%	5%	55%	0%
	2017	51%	49%	2%	53%	-2%
Same Grade Comparison		4%				
Cohort Comparison		-7%				

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2018	46%	51%	-5%	52%	-6%
	2017	58%	52%	6%	52%	6%
Same Grade Comparison		-12%				
Cohort Comparison		-5%				
07	2018	58%	51%	7%	51%	7%
	2017	44%	50%	-6%	52%	-8%
Same Grade Comparison		14%				
Cohort Comparison		0%				
08	2018	68%	58%	10%	58%	10%
	2017	55%	56%	-1%	55%	0%
Same Grade Comparison		13%				
Cohort Comparison		24%				
09	2018	50%	54%	-4%	53%	-3%
	2017	33%	51%	-18%	52%	-19%
Same Grade Comparison		17%				
Cohort Comparison		-5%				
10	2018	46%	52%	-6%	53%	-7%
	2017	37%	48%	-11%	50%	-13%
Same Grade Comparison		9%				
Cohort Comparison		13%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2018	89%	63%	26%	62%	27%
	2017	83%	56%	27%	62%	21%
Same Grade Comparison		6%				
Cohort Comparison						
04	2018	82%	59%	23%	62%	20%
	2017	75%	62%	13%	64%	11%
Same Grade Comparison		7%				
Cohort Comparison		-1%				
05	2018	65%	57%	8%	61%	4%
	2017	49%	52%	-3%	57%	-8%
Same Grade Comparison		16%				
Cohort Comparison		-10%				
06	2018	62%	52%	10%	52%	10%
	2017	55%	49%	6%	51%	4%
Same Grade Comparison		7%				
Cohort Comparison		13%				
07	2018	74%	59%	15%	54%	20%
	2017	64%	58%	6%	53%	11%
Same Grade Comparison		10%				
Cohort Comparison		19%				
08	2018	71%	48%	23%	45%	26%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	42%	46%	-4%	46%	-4%
Same Grade Comparison		29%				
Cohort Comparison		7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	69%	54%	15%	55%	14%
	2017					
Cohort Comparison						
08	2018	56%	49%	7%	50%	6%
	2017					
Cohort Comparison		56%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	63%	64%	-1%	65%	-2%
2017	58%	65%	-7%	63%	-5%
Compare		5%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	95%	76%	19%	71%	24%
2017	88%	72%	16%	69%	19%
Compare		7%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	79%	73%	6%	68%	11%
2017	77%	73%	4%	67%	10%
Compare		2%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	63%	64%	-1%	62%	1%
2017	72%	62%	10%	60%	12%
Compare		-9%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	65%	62%	3%	56%	9%
2017	53%	60%	-7%	53%	0%
Compare		12%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	32	44	43	49	51	40	38	77		100	14
HSP	58	68		82	67		62				
MUL	35	52		50	31		70				
WHT	58	56	51	70	64	57	62	86	57	80	59
FRL	51	55	47	65	61	54	58	86	49	72	52
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	25	41	43	33	59	58	21	63		81	15
HSP	55	33		60	53						
MUL	50	53		69	82						
WHT	48	50	48	60	58	54	49	83	58	85	48
FRL	45	50	50	56	57	50	43	78	51	81	40

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Learning gains for lowest 25% in ELA and Math
Rationale	Based on ELA and Math data, the students scoring in the lowest 25% have the greatest potential to show growth within each area. Continually monitoring these students in order to increase mastery of the standards being taught.
Intended Outcome	Students in the lowest 25% within each grade level will increase their learning gains by 5% in ELA and Math.
Point Person	Joshua Balkom (balkojm@bay.k12.fl.us)
Action Step	
Description	-All PLC's will conduct deliberate and focused meetings in order to increase student achievement in all academic areas. -All curriculums will implement interactive notebooks to aide in student mastery of standards. -Classrooms will deliver standards-based instruction using a variety of resources in order to teach to the full rigor of the standards and ensure student mastery of standards taught. -PLC groups will implement learning walks as a professional development tool in order to increase student learning. -Teachers will conduct Fall/Spring data chats with students. This will include MAP data, FSA data, EOC data, and classroom performance data. -Classrooms will incorporate technology into their instruction using a variety of tools and programs. (ie: Achieve 3,000, Math 180, Zearn, SmartyAnts, etc.)
Person Responsible	Kim Timmins (timmikh@bay.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Lesson plans, MTSS data chats, PLC data, classroom walk-throughs, MAP data, focus reports
Person Responsible	Joshua Balkom (balkojm@bay.k12.fl.us)

Activity #2	
Title	Graduation and Acceleration points in High School
Rationale	Based on the data, we see a decrease by 5% in graduation rate over the last two years.
Intended Outcome	Intended outcome would be to increase the graduation rate and acceleration points by 5% at the high school level.
Point Person	Ivan Beach (beachji@bay.k12.fl.us)

Action Step	
Description	-All PLC's will conduct deliberate and focused meetings in order to increase student achievement in all academic areas. -All curriculums will implement interactive notebooks to aide in student mastery of standards. -Classrooms will deliver standards-based instruction using a variety of resources in order to teach to the full rigor of the standards and ensure student mastery of standards taught. -PLC groups will implement learning walks as a professional development tool in order to increase student learning. -Teachers will conduct Fall/Spring data chats with students. This will include MAP data, FSA data, EOC data, and classroom performance data. -Classrooms will incorporate technology into their instruction using a variety of tools and programs. (ie: Achieve 3,000, Math 180, Zearn, SmartyAnts, etc.)
Person Responsible	Joshua Balkom (balkojm@bay.k12.fl.us)

Plan to Monitor Effectiveness	
Description	-Monitor those students who have not passed the FSA Reading and Math. -Encourage and counsel those same students who have not passed the FSA to sign up for the SAT/ACT. -Assign students to a mentor teacher to go over test data, study skills, test-taking strategies, etc. and encourage/build up their self confidence. -Monitor senior students in the "danger zone" having a GPA less than 2.0
Person Responsible	Ivan Beach (beachji@bay.k12.fl.us)

Activity #3	
Title	ELA Standards and Strategies Across the Disciplines
Rationale	Our ELA Achievement level was 13% under the District achievement percentage, ELA Learning Gains were 6% under and ELA Lowest 25% was 3% under. In 10th grade, only 55 out of 119 students scored a level 3 or higher on the ELA FSA. In 9th grade, only 56 out of 111 students scored a level 3 or higher on the ELA FSA. Every other school grade component at our school, aside from Lowest 25 % in Math, scored higher than the district and state level averages.
Intended Outcome	By providing additional opportunities for practice of ELA skills in all subject areas, we will increase our ELA Achievement level scores by 5 % for all grade levels.
Point Person	Christie West (westcl@bay.k12.fl.us)

Action Step	
Description	-All PLC's will conduct deliberate and focused meetings in order to increase student achievement in all academic areas. -All curriculums will implement interactive notebooks to aide in student mastery of standards. -Classrooms will deliver standards-based instruction using a variety of resources in order to teach to the full rigor of the standards and ensure student mastery of standards taught. -PLC groups will implement learning walks as a professional development tool in order to increase student learning. -Teachers will conduct Fall/Spring data chats with students. This will include MAP data, FSA data, EOC data, and classroom performance data. -Classrooms will incorporate technology into their instruction using a variety of tools and programs. (ie: Achieve 3,000, Math 180, Zearn, SmartyAnts, etc.)
Person Responsible	Joshua Balkom (balkojm@bay.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Monitor PLC minutes, Monitor lesson plans, classroom walkthoughs, leadership meeting discussions including MAP data, FSA, EOC data, Montior use of computer based instruction using district approved programs
Person Responsible	Christie West (westcl@bay.k12.fl.us)

Activity #4	
Title	Learning Gains in ELA and Math
Rationale	Our ELA Overall Learning Gains were 6% under the District achievement percentage. In 10th grade, only 55 out of 119 students scored a level 3 or higher on the ELA FSA. In 9th grade, only 56 out of 111 students scored a level 3 or higher on the ELA FSA. Our Overall Math Learning Gains were only 4% higher than the district level.
Intended Outcome	By providing additional opportunities for enrichment of ELA and Math skills, we will increase our ELA and Math Achievement learning gains by 5 % for all grade levels.
Point Person	Kim Timmins (timmikh@bay.k12.fl.us)
Action Step	
Description	-All PLC's will conduct deliberate and focused meetings in order to increase student achievement in all academic areas. -All curriculums will implement interactive notebooks to aide in student mastery of standards. -Classrooms will deliver standards-based instruction using a variety of resources in order to teach to the full rigor of the standards and ensure student mastery of standards taught. -PLC groups will implement learning walks as a professional development tool in order to increase student learning. -Teachers will conduct Fall/Spring data chats with students. This will include MAP data, FSA data, EOC data, and classroom performance data. -Classrooms will incorporate technology into their instruction using a variety of tools and programs. (ie: Achieve 3,000, Math 180, Zearn, SmartyAnts, etc.)
Person Responsible	Joshua Balkom (balkojm@bay.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Monitor PLC minutes, Monitor lesson plans, classroom walkthoughs, leadership meeting discussions including MAP data, FSA, EOC data, Montior use of computer based instruction using district approved programs
Person Responsible	Kim Timmins (timmikh@bay.k12.fl.us)

Activity #5	
Title	Behavior
Rationale	Note: Look at ODR Data, etc.
Intended Outcome	Deane Bozeman School will implement BUCK expectations in order to decrease discipline referrals by 5 percent.
Point Person	Cynthia Black (blackck@bay.k12.fl.us)
Action Step	
Description	-Guidance and administration will train staff on BUCK Expectations. -Display Buck Expectations posters in all classrooms and high traffic areas. -Teachers will utilize the Low Level Referral System in order to decrease the number of referrals. -Monthly and quarterly behavior incentives
Person Responsible	Pam Rudd (ruddpl@bay.k12.fl.us)
Plan to Monitor Effectiveness	
Description	-Look at ODRs at monthly MTSS meetings -With the use of the LLR System, teachers will make frequent contact with parents (Google Doc)
Person Responsible	Christie West (westcl@bay.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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

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

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.

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

DBS 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. S 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 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 children for kindergarten classes. Local daycares/preschools are given information regarding upcoming registrations and events to allow for Pre-K students to participate.

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. Stakeholders 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.

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.

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.

Part V: Budget

Total:	**$291,071.00**