2013-2014 SCHOOL IMPROVEMENT PLAN

Deane Bozeman School
13410 HIGHWAY 77
Panama City, FL 32409
850-767-1300

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Combination School	No	62%

Alternative/ESE Center	Charter School	Minority Rate
No	No	6%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
PENDING	C	C	B	B

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    ◦ Year 1 – declined to D, or first-time graded schools receiving a D
    ◦ Year 2 – second consecutive D, or F followed by a D
    ◦ Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    ◦ Year 1 – declined to F, or first-time graded schools receiving an F
    ◦ Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Prevent	1	Sam Foerster

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Deane Bozeman School

Principal
Josh Balkom

School Advisory Council chair
Cindy Rounds

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Kim Timmins	Assistant Principal
Claudia Comerford	Administrative Assistant
Jeannie Williams	Literacy Coach
Lisa Carter	Teacher
Bonnie Sanders	Teacher
Peggy Wiggins	Teacher
Carmen Riviere	Teacher
Pam Rudd	Guidance Counselor
Tammy Jones	Teacher

District-Level Information

District
Bay

Superintendent
Mr. William V Husfelt

Date of school board approval of SIP
12/10/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Deane Bozeman's School Advisory Council (SAC) is comprised of:
Josh Balkom (Principal)
SAC Chair (Parent)
SAC Vice-Chair (Parent)
Secretary (Parent)
7 Teachers
2 Educational Support

2 Students
1 Business/Community Member

Involvement of the SAC in the development of the SIP

The School Advisory Council will assist in the development of the School Improvement by reviewing, discussing and approving the plan for 2013-2014.

Activities of the SAC for the upcoming school year

The School Advisory Council will review implementation of the School Improvement Plan throughout the 2013-2014 school year and assist in reviewing student performance data.

Projected use of school improvement funds, including the amount allocated to each project

School Improvement Funds=$0

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
5

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Josh Balkom		
Principal	Years as Administrator: 7	Years at Current School: 2

Credentials	B.S. Social Science Education M.S. Educational Leadership Social Science 6-12 Certification ESE K-12 Certification
Performance Record	2012-2013 Principal, Deane Bozeman School. (C) 2011-2012 Principal, Deane Bozeman School. (B) 2010-2011 Assistant Principal Bay High School. (Grade B) Reading Mastery 49%, Math Mastery 77%, Writing Mastery 75%, Science Mastery 48%, Learning Gains: Reading 45%, Math 73%. Lowest 25%: Reading 38% and Math 58. AYP: 82%. None of the subgroups made AYP in Reading. Blacks and ED did not make AYP in Math.

Ivan Beach

Asst Principal	Years as Administrator: 5	Years at Current School: 2

Credentials	B.S. Interdisciplinary Social Science MK.S. Psychology and Counseling Ed.S. Educational Leadership M.S. Educational Leadership Guidance and Counseling
Performance Record	2012-2013 Deane Bozeman School (Grade pending) 2011-2012 Deane Bozeman School (Grade C) Reading Mastery 49%, Math Mastery 77%, Writing Mastery 75%, Science Mastery 48%, Learning Gains: Reading 45%, Math 73%. Lowest 25%: Reading 38% and Math 58%. AYP: 82% One of the subgroups made AYP in Reading. Blacks and ED did not make AYP in Math. 2011-2012 Assistant Principal of Tyndall Elementary School. Grade (A)

Claudia Comerford

Asst Principal	Years as Administrator: 14	Years at Current School: 4

Credentials	A.A. B.S. Elementary Education M.S. Educational Leadership Ele. Education 1-6 ESOL Endorsement
Performance Record	2012-2013 Deane Bozeman School (Grade pending) 2011-2012 Deane Bozeman School (Grade C) 2010-2011 Deane Bozeman School (Grade B)

Kim Timmins

Asst Principal	Years as Administrator: 9	Years at Current School: 12

Credentials	A.A. B.S. Elementary Education M.S. Educational Leadership Ele. Education, Primary Education, Educational Leadership, ESOL endorsements. School Principal
Performance Record	2012-2013 Deane Bozeman School (Grade pending) 2011-2012 Deane Bozeman School (Grade C)j 2010- 2011 Deane Bozeman School (Grade B)

Cynthia Black		
Asst Principal	Years as Administrator: 12	Years at Current School: 1

Credentials	B.S. Secondary Education- Spanish and English M.S. Secondary Education M.A. Spanish English (6-12 Spanish (K-12) Missouri Life Secondary (Spanish 7-12), English (7-12) School Principal
Performance Record	2012-2013 Parker Elementary School (Grade C) Reading Mastery: 55% Math Mastery: 40%, Science Mastery: 47%, Writing Mastery: 54% 2011-2012 Parker Elementary School (Grade C) Reading Mastery: 55%, Math Mastery 40%, Science Mastery 47%, Writing Mastery 54%. 2010-2011 Parker Elementary School (Grade C) Reading Mastery: 77%, Math Mastery 59%, Science Mastery 35%, Writing Mastery 77%, APY 90%. 63% of students made learning gains in reading and 46% of students made learning gaines in math. 60% of the lowest 25% of students made learning gains in reading and 63% of the lowest 25% of students made learning gains in math. All qualifying subgroups made AYP in reading, although no qualifying subroups made AYP in math.

Instructional Coaches

of instructional coaches
1

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Jeannie Williams		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2

Areas	Reading/Literacy
Credentials	BS Special Education (K-12) Emotionally Handicapped (K-12) English 6-12 CAR-PD NGCAR-PD
Performance Record	2012-2013 Deane Bozeman School (Grade pending) 2011-2012 Mosley High School (Grade B) 2010-2011 Mosley High School (Grade A)

Classroom Teachers

# of classroom teachers
75

 # receiving effective rating or higher
75, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
75, 100%

 # ESOL endorsed
15, 20%

 # reading endorsed
9, 12%

 # with advanced degrees
20, 27%

 # National Board Certified
5, 7%

 # first-year teachers
3, 4%

 # with 1-5 years of experience
17, 23%

 # with 6-14 years of experience
26, 35%

 # with 15 or more years of experience
29, 39%

Education Paraprofessionals

# of paraprofessionals
11

 # Highly Qualified
11, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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).

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The Leadership Team will meet monthly with their respective grade levels to look at core instruction and to assist each other in meeting both student and teacher needs.
They will also work with the assistant principal as data coaches to build capacity in looking at data systematically. MTSS leadership team and SLT will also be monitoring core instruction, placement into the MTSS process, progress monitoring, and the implementation of SIP goals.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Administrators: Claudia Comerford, Kim Timmins
Provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing MTSS process, ensure implementation of intervention support and documentation with regards to school-wide data, and communicate with parents regarding school-wide MTSS plans and activities.
Literacy Coach: Jeannie Williams
Assists in development to support MTSS implementation, models intervention strategies in the classroom.
School Improvement Representatives: Carmen Riviere, Lisa Carter, Tammy Jones
Assist in reviewing student data (academic and/or behavioral); identify trends that may demonstrate areas of concern. Relay the concerns of grade level teachers (Elementary, Middle, High) to the MTSS team.

Guidance Counselors: Pam Rudd (Elementary), Angel Kent (Secondary)
Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual tudents; assist the school and families to support the child's academic, emotional, behavioral and social success.
MTSS Coaches: Dana Manis (Elementary), Nicole Baker (Secondary)
Develop, lead, and evaluate school core content standards and programs; identify and analyze existing literature on scientifically based curriculum and behavior assessment and intervention approaches; identify appropriate, evidence-based intervention strategies; support the implementation of Tier1, Tier 2, and Tier 3 intervention plans; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.
Speech Language Pathologist: Bobbie Earp (Elementary), Ashley Daniels (Secondary)
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: Kari Cassidy
Particiaptes 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 intructional activities/material into Tier 3 instruction.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS leadership team and representatives SLT will meet (separately) monthly to ensure that the SIP goals are being met and to ensure that the MTSS process is being implemented—this includes decided placement of students in tiers II and III and ensuring fidelity of instructional practices and progress monitoring. Nicole Baker (MTSS STS) and Jeannie Williams (Literacy Coach will work with the MTSS team and/or individual teachers to ensure fidelity of the tier I curriculum, strategies and supports, and progress monitoring.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The data coaches will meet monthly with the grade level teachers to look at data from multiple sources (e.g. DEA tests, READ 180, SM6, Classworks, common writing assessments, Buck Writes and Bay Writes). They will use a systematic process delineated in The Data Coach's Guide to Improving Learning for All Students by Love, Stiles, Mundry, and DiRanna. A universal spreadsheet developed by district staff will be used to monitor fidelity of the MTSS process.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS process will be discussed at grade level and department level meetings, as mentioned previously. We hope to include all parents by including articles about MTSS in our newsletter, as well as provide district-provided materials to parents of students entering the MTSS process.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program
Minutes added to school year: 0

na/

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

n/a

Who is responsible for monitoring implementation of this strategy?

n/a

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Josh Balkom	Principal
Jeannie Williams	Literacy Coach
Kim Timmins	Assistant Principal
Claudia Comerford	Administrative Assistant
Debbie Parker	Grade Chair Level (K-2)
Janet Davis	Grade Chair Level (3-5)
Michelle Stockton	Middle School Chair
Mary Hadley	Aspire Chair/ESE
Lisa Carter	Language Arts Department Chair
Mike Memmen	Intensive Reading
Carmen Riviere	School Improvement Representative

How the school-based LLT functions

Chaired by our principal, Josh Balkom, the Literacy Leadership Team will reflect members from all grade levels, disciplines and specialties who effectively use literacy strategies in their classroom. Both the principal and the literacy coach will have the responsibility of determining agendas and facilitating the Literacy Leadership Team meetings. Both the principal and the literacy coach will be expected to attend all meetings. Meeting monthly, the Literacy Leadership Team will analyze student data, review the Comprehension Instructional Sequence (CIS) Model, as well as progress monitor data gathered from school-wide initiatives. This data will be used to develop an appropriate plan for professional development.

Major initiatives of the LLT

Upon review of school data and the Comprehensive Reading Plan of Bay District Schools, Bozeman will focus on teaching the skills of analyzing, synthesizing and evaluating passages of informational complex text to aid in comprehension. Professional development will be provided on the CIS Model by the literacy coach. We will continue to implement the following initiatives and encourage school-wide use of the CIS Model as well as student engagement in the classroom data collected from these initiatives:

Bucks Read (infusion of informational text with Article of the Month)

Bucks Write (Monthly writing in response to text)

Bucks Measure Up (Monthly writing in response to Math literacy)

Bucks Trails (Student self-reporting of grades)

Bucks Brag (Showcasing literacy in connection with College and Career Readiness)

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Deane Bozeman will ensure that text complexity, along with close reading and rereading of texts, is central to all lessons; provide scaffolding that does not prompt or replace text reading by students; develop and ask text dependent questions from a range of question types; emphasize students supporting their answers with evidence from the text; and provide extensive research and writing opportunities (claims and evidence). All teachers will create classroom rosters in DEA for the purpose of data analysis to drive their instrution with the use of research-based reading strategies. All teachers will have 'data chats' with their students to establish the relevance of reading in their subject area based on Common Core Literacy Standards. Bay District Comprehensive Reading Plan will be implemented by all teachers and documented by analysis of FCAT 2.0 and DEA assessments and probes as well as classroom assessments. School-wide initiatives (Bucks Read, Bucks Write, Bucks Measure Up, Buck Trails and Bucks Brag) are based on the College and Career Readiness Standards in reading, writing, speaking, listening and language as well as in mathematics and will be monitored closely by the School Improvement Team, MTSS Leadership Team and Literacy Leadership Team in order to provide support and feedback to administration and teachers.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

The foundation of all efforts to improve high school studetns' transition to postsecondary education and/ or careers is an applied and integrated curriculum that connects academic and vocational learning. Concepts, principles and content from academic areas are blended with skills from vocational areas/ classes such as our AG(agriculture), Culinary, Digital Design and Teaching Assistant classes. Students in these classes are challenged with a rigorous curriculum which helps them make connections between what they are learning and their chosen career path. In academic courses, teachers teach concepts that relate to real-life occupational situations so their students see the relationship between what they are learning and the skills they will need to compete for a good job. Lessons and units have real-world vocational applications.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Students are given a Career Cluster Interest Survey to determine what career choices they are interested in. Once this information is gathered, a Career Day is scheduled which features guest speakers from the majority of the careers chosen on the student's Interest Survey. Parent surveys are also given to parents to determine what parents are interested in participating in our Career Day as a

featured guest speaker. The Career Day can help students relate the courses they are taking now to their future careers. As an instructional tool, the Career Day plays an important role in helping students make the connection from school to work. Field trips are also scheduled throughout the year to various local agencies including Tyndall Air Force Base, Law Enforcement Agencies, Medical Centers and Court House. Career speakers are also often contacted from the community to speak in classrooms to reinforce what is being taught.

Strategies for improving student readiness for the public postsecondary level

According to the High School Feedback Report 31.1% of Bozeman 10th graders (2011) scored a Level 3 or better. This percentage is much lower than the percentage for the district (51.4%). Students are now enrolled in a Language Arts Block when they score below a Level 3 on the Reading portion of FCAT. They are also assessed three times per year with Discovery Education to determine strengths and weaknesses in Reading.
77.1% of our 10th grade students scored a Level 3 or better in the area of Math. This percentage is much closer to the district average of 82%. Math blocks are now offered to students who struggle in the area of Math.
42.4% of 2011 Bozeman graduates completed an AP, IB, AICE or Dual Enrolled course. This number should be increasing due to the amount of new AP courses being offered at Bozeman. AP Language Arts, AP Psychology, Dual Enrolled Spanish classes are all being offered now at Bozeman.

Expected Improvements

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	55%	No	67%
American Indian				
Asian				
Black/African American				
Hispanic	63%	63%	Yes	66%
White	63%	55%	No	66%
English language learners				
Students with disabilities	40%	25%	No	46%
Economically disadvantaged	60%	46%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	354	29%	34%
Students scoring at or above Achievement Level 4	208	17%	22%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		40%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	*[data excluded for privacy reasons]*		0%
Students in lowest 25% making learning gains (FCAT 2.0)	*[data excluded for privacy reasons]*		63%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		80%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		80%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		55%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	33	31%	36%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	135	45%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		60%

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	61%	56%	No	65%
American Indian				
Asian				
Black/African American				
Hispanic				
White	62%	55%	No	66%
English language learners				
Students with disabilities	38%	26%	No	44%
Economically disadvantaged	57%	49%	No	61%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		60%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		10%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	*[data excluded for privacy reasons]*		0%
Students in lowest 25% making learning gains (EOC)	*[data excluded for privacy reasons]*		0%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	33	31%	36%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	43	36%	41%
Students scoring at or above Achievement Level 4	19	16%	21%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	34	24%	29%
Students scoring at or above Achievement Level 4	16	12%	17%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		50%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		50%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	46	32%	37%
Students scoring at or above Achievement Level 4	12	8%	13%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	15		20
Participation in STEM-related experiences provided for students	200	85%	95%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	0	0%	0%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		0%	0%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	0%
CTE-STEM program concentrators	25		30
Students taking CTE-STEM industry certification exams	0	0%	100%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	95%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	223	40%	45%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	75	33%	38%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	10%
Students taking CTE industry certification exams	47	21%	26%
Passing rate (%) for students who take CTE industry certification exams		83%	88%
CTE program concentrators	25	5%	10%
CTE teachers holding appropriate industry certifications	2	50%	75%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	115	24%	19%
Students in ninth grade with one or more absences within the first 20 days	85	51%	41%
Students in ninth grade who fail two or more courses in any subject	41	25%	20%
Students with grade point average less than 2.0	52	9%	5%
Students who fail to progress on-time to tenth grade	14	12%	7%
Students who receive two or more behavior referrals	25	5%	3%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	25	5%	3%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	107	72%	80%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	58	54%	65%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	60%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Deane Bozeman plans to develop and implement a monitoring system to track and improve parental involvement in the following:
Classroom Volunteers
Fall Festival/Summer Bash Celebration
Field Trips
Booster Meetings
Book Fair
Campus Clean-up/Beautification Days
PTO

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase volunteer hours by 3%	2236	3%	3%

Area 10: Additional Targets

Additional targets for the school

N/A

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
N/A	N/A	N/A%	N/A%

Goals Summary

G1.   Bozeman students will increase levels of proficiency in core standards through the use of purposeful discipline specific writing.

Goals Detail

G1. Bozeman students will increase levels of proficiency in core standards through the use of purposeful discipline specific writing.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- Supportive Administration Literacy Coach Staff Training Specialist MTSS Process Common Planning Time Professional Development Common Assessments Strong Core (Tier 1) Instruction Guided group instruction based on data

Targeted Barriers to Achieving the Goal

- Knowledge of students' ability levels in core areas

- Fidelity of implementation of instructional Practice/Programs

- Inconsistent follow through when assessment data is received

Plan to Monitor Progress Toward the Goal

Students' writing proficiency

Person or Persons Responsible
Teachers, Leadership Team, Literacy Coach, Administrators and students

Target Dates or Schedule:
Bay Writes Benchmark Writing initial assessment administered school-wide in September 2013. Additional assessments in November, January, March. DBS Common Writing Assessments administered in October, December, February.

Evidence of Completion:
Scored student writing from Bay Writes and DBS Common Writing Assessments.

Action Plan for Improvement

Problem Solving Key

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

G1. Bozeman students will increase levels of proficiency in core standards through the use of purposeful discipline specific writing.

G1.B1 Knowledge of students' ability levels in core areas

G1.B1.S1 Professional development in giving diagnostic assessments

Action Step 1

Determine diagnostic assessments

Person or Persons Responsible

Literacy Coach, Teachers, STS

Target Dates or Schedule

September 2013

Evidence of Completion

Sign in sheets, agenda

Facilitator:

Literacy Coach

Participants:

Instructional Personnel

Action Step 2

Complete diagnostic assessments

Person or Persons Responsible

Complete diagnostic assessments

Target Dates or Schedule

September 2013

Evidence of Completion

Turn in diagnostic data to Literacy Coach

Facilitator:

Literacy Coach, Department Heads and Grade Level Chair

Participants:

Instructional Personnel

Action Step 3

Group students based on data for differentiated instruction

Person or Persons Responsible

Teachers

Target Dates or Schedule

September 2013

Evidence of Completion

Weekly Lesson Plans

Facilitator:

Literacy Coach

Participants:

Instructional Personnel

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

Provide support and development

Person or Persons Responsible

Administration, coaches, guidance and teachers

Target Dates or Schedule

Weekly throughout the school year

Evidence of Completion

Agendas, lesson plans, CWT documentation

Plan to Monitor Effectiveness of G1.B1.S1

Examine prior year data,provide initial coaching, monitor and check, and complete base-line data assessment

Person or Persons Responsible

Leadership Team, STS/Leadership Coach, Administration, Guidance and Teachers

Target Dates or Schedule

August and September 2013

Evidence of Completion

Basline data and assessment scores

G1.B1.S2 Charting diagnostic data to determine each students' strengths and weaknesses

Action Step 1

Compile achievement levels from FCAT using EXCEL, Word, etc.

Person or Persons Responsible

SIP Team

Target Dates or Schedule

September

Evidence of Completion

Spreadsheets

Action Step 2

Add data from DE AP 1, Bay Writes, SM6, Agile Minds, Read 180, etc. as appropriate

Person or Persons Responsible

Instructional Personnel

Target Dates or Schedule

September 2013

Evidence of Completion

Spreadsheets turned into Administration/Literacy Coach

Facilitator:

Literacy Coach/Sip Team Member

Participants:

Instructional Personnel

Action Step 3

Determine Target groups in classrooms

Person or Persons Responsible

Teachers

Target Dates or Schedule

October 2013

Evidence of Completion

IPDP Target Groups in Aims

Facilitator:

Literacy Coach

Participants:

Instructional Personnel

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B1.S3 Develop common assessments

Action Step 1

Calibrating writing scores

Person or Persons Responsible

Instructional Personnel, Literacy Coach, ELA/STS

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Sign in sheets and agendas

Facilitator:

ELA Instructional Personnel

Participants:

Instructional Personnel

Action Step 2

Form Writing PLCs across the disciplines by Grade Level

Person or Persons Responsible

IInstructional Personnel, Administration, Literacy Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC Agendas

Action Step 3

Create common text-based writing assessments for grade level

Person or Persons Responsible

Instructional Personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

Common Text-based Writing Assessments

Facilitator:

ELA Instructional Personnel

Participants:

All Instructional Personnel

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B1.S4 Develop common assessment window

Action Step 1

Implement Writing Assessments in Instruction

Person or Persons Responsible

Instructional Personnel

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Weekly Lesson Plans

Action Step 2

Writing PLCs will establish dates for bi-monthly writing assessments.

Person or Persons Responsible

Writing PLCs (Instructional Personnel)

Target Dates or Schedule

October 2013

Evidence of Completion

Dates added to Deane Bozeman Calendar

Action Step 3

Note dates in Buck TRACKs

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Daily Buck Tracks Newsletter

Plan to Monitor Fidelity of Implementation of G1.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B2 Fidelity of implementation of instructional Practice/Programs

G1.B2.S1 Implement the Bay District Schools 6 Traits of Writing Rubric along with Writing Across the Curriculum (WAC)

Action Step 1

Gain Knowledge of the 6 Traits of Writing Rubric and Writing Across the Curriculum

Person or Persons Responsible

Administrators, Instructional Personnel, and Guidance

Target Dates or Schedule

September 2013, October 2013, November 2013

Evidence of Completion

Sign In sheets and agendas

Facilitator:

ELA STS

Participants:

Administration, Instructional Personnel, and Guidance

Action Step 2

Model lessons on the Six Traits of Writing

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Coach's Log

Action Step 3

Upon specific observation, provide specific feedback on 6 Traits Writing Lessons

Person or Persons Responsible

Administration, Literacy Coach, ELA/STS

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans/Feedback Forms

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B2.S2 Implement the Comprehension Instructional Sequence Model (CIS) Lesson

Action Step 1

Develop knowledge of the Comprehension Instructional Sequence (CIS) Model Lesson

Person or Persons Responsible

Administrators, Instructional Personnel, and Guidance

Target Dates or Schedule

October 2013

Evidence of Completion

Sign in sheets and agenda

Action Step 2

Model Comprehension Instructional Sequence (CIS) Lessons in classrooms

Person or Persons Responsible

Literacy Coach, Trained Instructional Personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

Coach's Log

Facilitator:

Literacy Coach

Participants:

Embedded

Action Step 3

Provide specific feedback to instructional personnel on implementing the CIS Model lesson

Person or Persons Responsible

Administrators and Literacy Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Feedback forms/lesson plans

Action Step 4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B3 Inconsistent follow through when assessment data is received

G1.B3.S1 Analyze Discovery Education and writing assessments.

Action Step 1

Analyzing student writing using the Bay District Schools' Writing Rubric.

Person or Persons Responsible

Instructional personnel and students.

Target Dates or Schedule

Quarterly

Evidence of Completion

Instructional personnel lesson plans, FOCUS Gradebook and data chat forms

Action Step 2

Utilization of the interactive summary tool on Discovery Education

Person or Persons Responsible

Literacy Coach, teachers and students

Target Dates or Schedule

Quarterly

Evidence of Completion

Instructional personnel lesson plans

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B3.S2 Students will graph their own assessment data to set goals and determine strengths and weaknesses.

Action Step 1

Written reflections on Discovery Education data

Person or Persons Responsible

Students

Target Dates or Schedule

Quarterly

Evidence of Completion

Students' self-reflections noted in teachers' lesson plans

Action Step 2

Grades access through FOCUS

Person or Persons Responsible

Students

Target Dates or Schedule

On-going throughout the 2013-2014 school year

Evidence of Completion

Students' self-reflections noted in teachers' lesson plans

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S3

Grade level review of data

Person or Persons Responsible

Guidance, Literacy Coach, teachers and MTSS/STS

Target Dates or Schedule

Monthly

Evidence of Completion

Sign-in sheets and meeting agendas

Plan to Monitor Effectiveness of G1.B3.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

N/A

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Bozeman students will increase levels of proficiency in core standards through the use of purposeful discipline specific writing.

G1.B1 Knowledge of students' ability levels in core areas

G1.B1.S1 Professional development in giving diagnostic assessments

PD Opportunity 1

Determine diagnostic assessments

Facilitator

Literacy Coach

Participants

Instructional Personnel

Target Dates or Schedule

September 2013

Evidence of Completion

Sign in sheets, agenda

PD Opportunity 2

Complete diagnostic assessments

Facilitator

Literacy Coach, Department Heads and Grade Level Chair

Participants

Instructional Personnel

Target Dates or Schedule

September 2013

Evidence of Completion

Turn in diagnostic data to Literacy Coach

PD Opportunity 3

Group students based on data for differentiated instruction

Facilitator

Literacy Coach

Participants

Instructional Personnel

Target Dates or Schedule

September 2013

Evidence of Completion

Weekly Lesson Plans

G1.B1.S2 Charting diagnostic data to determine each students' strengths and weaknesses

PD Opportunity 1

Add data from DE AP 1, Bay Writes, SM6, Agile Minds, Read 180, etc. as appropriate

Facilitator

Literacy Coach/Sip Team Member

Participants

Instructional Personnel

Target Dates or Schedule

September 2013

Evidence of Completion

Spreadsheets turned into Administration/Literacy Coach

PD Opportunity 2

Determine Target groups in classrooms

Facilitator

Literacy Coach

Participants

Instructional Personnel

Target Dates or Schedule

October 2013

Evidence of Completion

IPDP Target Groups in Aims

G1.B1.S3 Develop common assessments

PD Opportunity 1

Calibrating writing scores

Facilitator

ELA Instructional Personnel

Participants

Instructional Personnel

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Sign in sheets and agendas

PD Opportunity 2

Create common text-based writing assessments for grade level

Facilitator

ELA Instructional Personnel

Participants

All Instructional Personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

Common Text-based Writing Assessments

G1.B2 Fidelity of implementation of instructional Practice/Programs

G1.B2.S1 Implement the Bay District Schools 6 Traits of Writing Rubric along with Writing Across the Curriculum (WAC)

PD Opportunity 1

Gain Knowledge of the 6 Traits of Writing Rubric and Writing Across the Curriculum

Facilitator

ELA STS

Participants

Administration, Instructional Personnel, and Guidance

Target Dates or Schedule

September 2013, October 2013, November 2013

Evidence of Completion

Sign In sheets and agendas

G1.B2.S2 Implement the Comprehension Instructional Sequence Model (CIS) Lesson

PD Opportunity 1

Model Comprehension Instructional Sequence (CIS) Lessons in classrooms

Facilitator

Literacy Coach

Participants

Embedded

Target Dates or Schedule

Ongoing

Evidence of Completion

Coach's Log

G1.B2.S2 Implement the Comprehension Instructional Sequence Model (CIS) Lesson

Appendix 2: Budget to Support School Improvement Goals