

Bay District Schools

West Bay Elementary School



2015-16 School Improvement Plan

West Bay Elementary School

14813 SCHOOL DR, Panama City Beach, FL 32413

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	72%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	11%

School Grades History

Year
Grade

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA		Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to provide an engaging supportive environment. We will use ambitious instruction, collaborative teaching, effective leadership, and involved families to empower our students to be lifelong learners.

Provide the school's vision statement

Our students will achieve high levels of individual success both academically and in life.

School Environment

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

All teachers are expected to deliver a character education curriculum, PeaceFirst, daily. This curriculum is differentiated by grade level and teaches all children essential social and emotional skills of empathy, personal awareness, relationship building, and promoting inclusion. Our S.O.A.R. expectations, created by our teachers embody this curriculum, as does our daily recitation of our Eagle Pledge: "At West Bay Elementary, I pledge to Show respect, Observe safety, Accept responsibility, and Resolve conflict so I can learn, lead, and succeed."

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

In addition to our daily PeaceFirst curriculum, we have a secure entry system where all visitors on campus must have their driver license scanned before entering the campus. All employees and visitors must wear name badges at all times.

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

In addition to our schoolwide Eagle Pledge, all teachers have established classroom expectations unique to their student needs and opinions. Teachers are trained in minimizing conflict and managing student behaviors through classroom management strategies. Office discipline referral criteria are clearly defined and students are administered discipline in accordance with the Bay District Schools Elementary Discipline Matrix.

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

In addition to the daily delivery of our PeaceFirst curriculum, students are afforded counseling through our guidance counselor, outside counseling providers, mentoring through the local fire department, and through attendance mentors.

Early Warning Systems

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

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

MTSS data is formally reviewed on the last Wednesday of each month at grade level meetings with our Guidance Counselor and our Intervention Specialist. Academics are analyzed and entered into a MTSS universal spreadsheet and intervention decisions are made by the group. Student performance on FSA, classroom grades, common assessment performance, SuccessMaker progress, Class Dojo, NWEA performance, DIBELS performance data, attendance, and office discipline referrals are included on the spreadsheet.

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Reading:

Tier 2 - Wonders Tier 2 Interventions, SM8

Tier 3 -SRA Reading Mastery Plus, SRA Phonemic Awareness, SRA Early Reading Tutor, SRA Language for Thinking/Learning, SRA Corrective Reading, SRA Reading Labs

Math:

Tier 2 - SM8, Go Math: Strategic Intervention, Soar to Success (computer-based), Guided Math Strategies

Tier 3 - SRA Math Labs, Go Math: Strategic Intervention Skills Packs, SRA Corrective Math, Number Rockets (1st grade only), Math PALS

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/208059>.

Description

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

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

West Bay is currently re-building partnerships with the local community, having been closed for the last six years. We have used the press (newspaper and television) to ensure the community is aware we are again open. We have established a School Advisory Council to assist in the implementation of our School Improvement Plan and have established the Eagle Family Involvement Team (E.F.I.T.) to re-engage the community. Business partners who have been most active thus far include Ameris Bank, Bay Medical Center, Best Food Ever restaurant, and Panama City Beach First Assembly of God.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Cannon, John	Principal
Moss, Deniece	Assistant Principal
Long, Bryan	Instructional Coach
Lay, Laura	Instructional Coach

Duties

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

Other members include Dana Tutunick, Guidance; Alison Colemere, Intervention Specialist; Vicki Reding, teacher; Michelle Good, teacher; Grace Casey, teacher; Latonia Banks, teacher; Tammy Hales, teacher; Danielle Crofut, teacher; Sandi Smith, teacher; and Paul Bagget, ESE teacher. This group authored the SIP goals (after the entire faculty authored our vision, mission, and SIP strategic goal), created our teacher and student handbooks, developed and revised our monthly meeting schedule, developed and delivered four back to school inservice days, implemented the Simplifying RtI framework, developed our school safety plan, developed attendance protocols, coordinates schoolwide activities, disseminates information to grade level peers, and continues to meet monthly to collaboratively make decisions about instruction, assessment, and operations.

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 SBLT used the 8 Step Problem Solving Process to identify barriers and resources available to ensure student achievement. Monthly MTSS meetings ensure that all students are afforded opportunities for academic success. Administration meets weekly with our Title I Parent Liaison to ensure that all federal Title I funds are used to involve families effectively and ensure students are afforded effective intervention, academically, behaviorally, and with attendance. Academic and behavioral resources are defined in our MTSS decision points documents. Attendance resources are

managed by the Administrative Team (principal, administrative assistant, guidance, intervention specialist, media specialist, literacy coach, and math coach). The School Advisory Council oversees Title I allocations.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
John Cannon	Principal
Deniece Moss	Principal
Michelle Good	Teacher
Rachel Huft-Johnson	Teacher

Duties

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

Evaluation of last year's school improvement plan

N/A

Development of this school improvement plan

The SAC approved the SIP on September 30, 2015.

Preparation of the school's annual budget and plan

The SAC reviewed and approved the school budget including Title expenditures on September 30, 2015.

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

N/A

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

No

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Cannon, John	Principal
Moss, Deniece	Assistant Principal
Lay, Laura	Instructional Coach
Long, Bryan	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Other members include Dana Tutunick, Guidance; Alison Colemere, Intervention Specialist; Vicki Reding, teacher; Michelle Good, teacher; Grace Casey, teacher; Latonia Banks, teacher; Tammy Hales, teacher; Danielle Crofut, teacher; Sandi Smith, teacher; and Paul Bagget, ESE teacher. This groups interprets NWEA data, trains grade level peers on understanding and using NWEA student reports to inform instruction and assessment, coordinates the creation of common literacy assessments at each grade level, ensures instructional pacing for literacy at each grade level, and informs Accelerated Reading decisions.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Each teacher and administrator on campus meets every Monday afternoon with a primary professional learning community. These PLCs have identified student achievement goals, barriers, strategies, and action steps as the focus for their professional growth. Most groups have chosen to use this time to create standards based common assessments that are administered to students, and the data is analyzed to make instructional decisions. Teachers also have four full student free workdays scheduled throughout the school year to work on this work. Teachers document progress toward their goals in minutes that are housed on a common drive at the school. Teachers have also collaborated on the construction and use of student data binders where students track their academic, attendance, and behavioral progress. They also set goals for themselves in relation to their personal data.

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

West Bay works closely with Bay District Schools' Human Resources department to recruit great teachers to work here. We regularly make requests and receive correspondence from Human Resources regarding the availability of high quality teachers who are available.

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

West Bay has literacy and math instructional coaches who spend most of their time in classroom, assessing needs and prioritizing coaching cycles. Student assessment data is used to inform these decisions. Administration has also signed up all new and new to the district teachers to receive instructional coaching through the Office of Teacher Quality and Recruitment.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Bay District Schools' instructional materials adoption process ensures that all materials are aligned to the Florida Standards. In cases where curriculum was adopted before the Standards were revised (mathematics) teachers are using supplemental materials (MFAS tasks) to ensure alignment.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

West Bay uses a universal MTSS spreadsheet that includes student performance on FSA, classroom grades, common assessment performance, SuccessMaker progress, Class Dojo, NWEA performance, and DIBELS performance data to differentiate instruction according to the student needs. Teachers adjust instructional groupings based on student performance on common assessments.

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 Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Kindergarten employs a staggered start approach to ensure that all students receive individual attention in the first days of school. Kindergarten teachers use Class Dojo to stay in constant contact with families regarding their students' academic, behavioral, and attendance performance. Fifth grade teachers use Class Dojo to stay in constant contact with families regarding their students' academic, behavioral, and attendance performance. We are coordinating with Surfside Middle School to schedule an orientation visit to help ready student for middle school transition and rigor.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

West Bay teachers have adopted a college focus. Each teacher has a college theme to their class names (Smith's Koala Scholars) and has their personal college diploma proudly displayed in their classrooms. We have monthly college spirit days where students are encouraged to come to school in college attire.

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we design and deliver a standards based program of instruction that is both relevant and engaging and driven by data obtained from ongoing common assessments, then all of our students will be prepared to achieve individual success at high levels both academically and in life.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If we design and deliver a standards based program of instruction that is both relevant and engaging and driven by data obtained from ongoing common assessments, then all of our students will be prepared to achieve individual success at high levels both academically and in life. 1a

G071580

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	75.0
FSA Mathematics - Achievement	75.0
FCAT 2.0 Science Proficiency	70.0
ELA/Reading Lowest 25% Gains	80.0
Math Lowest 25% Gains	75.0

Resources Available to Support the Goal 2

- STEAM Peace First Inclusion PLC – schedule and belief that it works Learning opportunities outside the classroom (Biophilia center, etc) West Bay community support School culture Teachers’ knowledge of the standards and assessments (aligned curriculum) Master schedule is built to meet all kids’ needs (MTSS, ESE, etc.) Focus on research Title I status New school – fresh start! Technology Support staffing (academic coaches, media specialist, interventionist, SLP, parent liaison)

Targeted Barriers to Achieving the Goal 3

- Attendance (students and faculty) •Student mobility •Teachers’ learning curve of new standards and curriculum •New faculty •Lack of knowledge of students (learning styles, academic/ behavioral history, etc) •Transportation •Technology – teacher use, parent access •Financial barriers (outside resource acquisition) •Communication (teacher/parent, administration/staff, etc)

Plan to Monitor Progress Toward G1. 8

Improved student performance on common assessments and MAP data.

Person Responsible

John Cannon

Schedule

Weekly, from 8/24/2015 to 5/30/2016

Evidence of Completion


Teacher collected student performance data.

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. If we design and deliver a standards based program of instruction that is both relevant and engaging and driven by data obtained from ongoing common assessments, then all of our students will be prepared to achieve individual success at high levels both academically and in life. **1**

 G071580

G1.B1 •Attendance (students and faculty) •Student mobility •Teachers' learning curve of new standards and curriculum •New faculty •Lack of knowledge of students (learning styles, academic/behavioral history, etc) •Transportation •Technology – teacher use, parent access •Financial barriers (outside resource acquisition) •Communication (teacher/parent, administration/staff, etc) **2**

 B186572

G1.B1.S1 PLC process. **4**

 S197967

Strategy Rationale

Collaborative teachers have a positive impact on student achievement.

Action Step 1 **5**

Have teachers meet weekly in PLCs to create common assessments to inform instruction.

Person Responsible

John Cannon

Schedule

Weekly, from 8/24/2015 to 5/30/2016

Evidence of Completion

PLC meeting minutes.

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

Administration will monitor submission of weekly PLC meeting minutes.

Person Responsible

John Cannon

Schedule

Weekly, from 8/24/2015 to 5/30/2016

Evidence of Completion

PLC meeting minutes.

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

Administration will monitor student performance on common assessments and review student groupings.

Person Responsible

John Cannon

Schedule

Weekly, from 8/24/2015 to 5/30/2016

Evidence of Completion

Lesson plan will reflect administration of common assessments and shifting student groupings.

G1.B1.S2 Student data notebooks. 4

S197968

Strategy Rationale

High effect size on student performance according to Hattie's research on high impact strategies.

Action Step 1 5

Teachers will be trained on how to maintain student data notebooks in each classroom.

Person Responsible

Deniece Moss

Schedule

Weekly, from 8/18/2015 to 6/1/2016

Evidence of Completion

Training agenda

Action Step 2 5

Administration will monitor the use and maintenance of student data notebooks in each classroom.

Person Responsible

John Cannon

Schedule

Weekly, from 8/18/2015 to 6/1/2016

Evidence of Completion

Student data notebooks.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administrators will walk classrooms weekly to monitor data notebooks.

Person Responsible

John Cannon

Schedule

Weekly, from 8/18/2015 to 6/1/2016

Evidence of Completion

Student data notebooks.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Student academic performance, attendance, and behaviors in improve.

Person Responsible

John Cannon

Schedule

Quarterly, from 8/18/2015 to 6/1/2016

Evidence of Completion

Student academic, attendance, and behavior data.

G1.B1.S3 STEAM initiative. 4

 S197969

Strategy Rationale

Focus on hands on learning approach is supported by research.

Action Step 1 5

Schedule STEAM on the special area wheel for all students every third day.

Person Responsible

John Cannon

Schedule

On 6/1/2016

Evidence of Completion

Master schedule.

Action Step 2 5

Present benefits of using a STEAM approach to faculty.

Person Responsible

John Cannon

Schedule

On 8/12/2015

Evidence of Completion

Inservice agenda.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Monitor Master Schedule and teacher lesson plans.

Person Responsible

John Cannon

Schedule

Weekly, from 8/18/2015 to 6/1/2016

Evidence of Completion

Master Schedule and lesson plans.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Student performance on science grades, math grades, FCAT Science, FSA Mathematics, and MAP will improve.

Person Responsible

John Cannon

Schedule

On 6/1/2016

Evidence of Completion

Student performance data.

G1.B1.S4 Use of PeaceFirst character education curriculum. 4

 S197970

Strategy Rationale

A supportive School Climate is supported by research.


Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

G1.B1.S5 Construction of a Master Schedule that allows a walk to learn approach. 4

 S197971

Strategy Rationale

More opportunities for instructional differentiation.

Action Step 1 5

Construct Master Schedule and allow teacher input.

Person Responsible

John Cannon

Schedule

On 8/12/2015

Evidence of Completion

Master schedule, email correspondence.

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Monitor use of Master Schedule and track changes.

Person Responsible

John Cannon

Schedule

Monthly, from 8/18/2015 to 6/1/2016

Evidence of Completion

Copy of Master Schedule.

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Monitor student grades.

Person Responsible

John Cannon


Schedule

Quarterly, from 8/18/2015 to 6/1/2016

Evidence of Completion

MTSS universal spreadsheet.

G1.B1.S6 Implementation of UChicagoImpact 5 Essential research. 4

 S197972

Strategy Rationale

20 years of research shows that it works.

Action Step 1 5

Introduce Admin Team to UChicagoImpact research.

Person Responsible

John Cannon

Schedule

On 6/10/2015

Evidence of Completion

Copies of 5 Essentials flyer.

Action Step 2 5

Plan and deliver 4 day inservice using the 5Essentials as a framework.

Person Responsible

John Cannon

Schedule

On 8/12/2015

Evidence of Completion

Inservice agenda.

Action Step 3 5

Reinforce the 5Essentials throughout the year.

Person Responsible

John Cannon

Schedule

Weekly, from 8/17/2015 to 5/30/2016

Evidence of Completion

Weekly newsletter - Eagle Chatter

Plan to Monitor Fidelity of Implementation of G1.B1.S6 6

Monitor weekly Eagle Chatter for 5Essentials content.

Person Responsible

John Cannon

Schedule

Weekly, from 8/17/2015 to 5/30/2016

Evidence of Completion

Weekly newsletter, the Eagle Chatter.

Plan to Monitor Effectiveness of Implementation of G1.B1.S6 7

Evidence of the 5Essentials will be found all over campus.

Person Responsible

John Cannon

Schedule

Daily, from 8/18/2015 to 6/1/2016

Evidence of Completion

Effective Leadership, Collaborative Teachers, Involved Families, a Supportive Environment, and Ambitious Instruction will be the norm at West Bay.

G1.B1.S7 Implementation of Class Dojo schoolwide. 4

 S197973

Strategy Rationale

Positive management system that increases family involvement on a daily basis.

Action Step 1 5

Train teachers on use of Dojo.

Person Responsible

John Cannon

Schedule

On 8/11/2015

Evidence of Completion

Copy of agenda.

Action Step 2 5

Reinforce Class Dojo expectation weekly in Eagle Chatter - present and in use in all classrooms.

Person Responsible

John Cannon

Schedule

On 6/1/2016

Evidence of Completion

Dojo use will be evident in all classrooms.

Plan to Monitor Fidelity of Implementation of G1.B1.S7 6

Weekly classroom walkthroughs.

Person Responsible

John Cannon

Schedule

Weekly, from 8/18/2015 to 6/1/2016

Evidence of Completion

Classroom walkthrough documentation and lesson plans.

Plan to Monitor Effectiveness of Implementation of G1.B1.S7 7

Student academic performance, attendance, and behaviors will improve.

Person Responsible

John Cannon

Schedule

Weekly, from 8/18/2015 to 6/1/2016

Evidence of Completion

Student academic performance, attendance, and behavior data.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Have teachers meet weekly in PLCs to create common assessments to inform instruction.	Cannon, John	8/24/2015	PLC meeting minutes.	5/30/2016 weekly
G1.B1.S2.A1	Teachers will be trained on how to maintain student data notebooks in each classroom.	Moss, Deniece	8/18/2015	Training agenda	6/1/2016 weekly
G1.B1.S3.A1	Schedule STEAM on the special area wheel for all students every third day.	Cannon, John	7/15/2015	Master schedule.	6/1/2016 one-time
G1.B1.S4.A1	[no content entered]			one-time	
G1.B1.S5.A1	Construct Master Schedule and allow teacher input.	Cannon, John	7/29/2015	Master schedule, email correspondence.	8/12/2015 one-time
G1.B1.S6.A1	Introduce Admin Team to UChicagoImpact research.	Cannon, John	6/10/2015	Copies of 5 Essentials flyer.	6/10/2015 one-time
G1.B1.S7.A1	Train teachers on use of Dojo.	Cannon, John	8/11/2015	Copy of agenda.	8/11/2015 one-time
G1.B1.S2.A2	Administration will monitor the use and maintenance of student data notebooks in each classroom.	Cannon, John	8/18/2015	Student data notebooks.	6/1/2016 weekly
G1.B1.S3.A2	Present benefits of using a STEAM approach to faculty.	Cannon, John	8/12/2015	Inservice agenda.	8/12/2015 one-time
G1.B1.S6.A2	Plan and deliver 4 day inservice using the 5Essentials as a framework.	Cannon, John	8/5/2015	Inservice agenda.	8/12/2015 one-time
G1.B1.S7.A2	Reinforce Class Dojo expectation weekly in Eagle Chatter - present and in use in all classrooms.	Cannon, John	8/17/2015	Dojo use will be evident in all classrooms.	6/1/2016 one-time
G1.B1.S6.A3	Reinforce the 5Essentials throughout the year.	Cannon, John	8/17/2015	Weekly newsletter - Eagle Chatter	5/30/2016 weekly
G1.MA1	Improved student performance on common assessments and MAP data.	Cannon, John	8/24/2015	Teacher collected student performance data.	5/30/2016 weekly
G1.B1.S1.MA1	Administration will monitor student performance on common assessments and review student groupings.	Cannon, John	8/24/2015	Lesson plan will reflect administration of common assessments and shifting student groupings.	5/30/2016 weekly
G1.B1.S1.MA1	Administration will monitor submission of weekly PLC meeting minutes.	Cannon, John	8/24/2015	PLC meeting minutes.	5/30/2016 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1	Student academic performance, attendance, and behaviors in improve.	Cannon, John	8/18/2015	Student academic, attendance, and behavior data.	6/1/2016 quarterly
G1.B1.S2.MA1	Administrators will walk classrooms weekly to monitor data notebooks.	Cannon, John	8/18/2015	Student data notebooks.	6/1/2016 weekly
G1.B1.S3.MA1	Student performance on science grades, math grades, FCAT Science, FSA Mathematics, and MAP will improve.	Cannon, John	6/1/2016	Student performance data.	6/1/2016 one-time
G1.B1.S3.MA1	Monitor Master Schedule and teacher lesson plans.	Cannon, John	8/18/2015	Master Schedule and lesson plans.	6/1/2016 weekly
G1.B1.S5.MA1	Monitor student grades.	Cannon, John	8/18/2015	MTSS universal spreadsheet.	6/1/2016 quarterly
G1.B1.S5.MA1	Monitor use of Master Schedule and track changes.	Cannon, John	8/18/2015	Copy of Master Schedule.	6/1/2016 monthly
G1.B1.S6.MA1	Evidence of the 5Essentials will be found all over campus.	Cannon, John	8/18/2015	Effective Leadership, Collaborative Teachers, Involved Families, a Supportive Environment, and Ambitious Instruction will be the norm at West Bay.	6/1/2016 daily
G1.B1.S6.MA1	Monitor weekly Eagle Chatter for 5Essentials content.	Cannon, John	8/17/2015	Weekly newsletter, the Eagle Chatter.	5/30/2016 weekly
G1.B1.S7.MA1	Student academic performance, attendance, and behaviors will improve.	Cannon, John	8/18/2015	Student academic performance, attendance, and behavior data.	6/1/2016 weekly
G1.B1.S7.MA1	Weekly classroom walkthroughs.	Cannon, John	8/18/2015	Classroom walkthrough documentation and lesson plans.	6/1/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If we design and deliver a standards based program of instruction that is both relevant and engaging and driven by data obtained from ongoing common assessments, then all of our students will be prepared to achieve individual success at high levels both academically and in life.

G1.B1 •Attendance (students and faculty) •Student mobility •Teachers' learning curve of new standards and curriculum •New faculty •Lack of knowledge of students (learning styles, academic/behavioral history, etc) •Transportation •Technology – teacher use, parent access •Financial barriers (outside resource acquisition) •Communication (teacher/parent, administration/staff, etc)

G1.B1.S1 PLC process.

PD Opportunity 1

Have teachers meet weekly in PLCs to create common assessments to inform instruction.

Facilitator

John Cannon, Deniece Moss, Laura Lay, Bryan Long

Participants

All instructional faculty

Schedule

Weekly, from 8/24/2015 to 5/30/2016

G1.B1.S2 Student data notebooks.

PD Opportunity 1

Teachers will be trained on how to maintain student data notebooks in each classroom.

Facilitator

Deniece Moss

Participants

All instructional staff

Schedule

Weekly, from 8/18/2015 to 6/1/2016

G1.B1.S3 STEAM initiative.

PD Opportunity 1

Present benefits of using a STEAM approach to faculty.

Facilitator

Regina Nauditt, Vicki Reding, Casey Albores

Participants

All faculty.

Schedule

On 8/12/2015

G1.B1.S7 Implementation of Class Dojo schoolwide.

PD Opportunity 1

Train teachers on use of Dojo.

Facilitator

Heather Williamson

Participants

All faculty.

Schedule

On 8/11/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Have teachers meet weekly in PLCs to create common assessments to inform instruction.	\$0.00
2	G1.B1.S2.A1	Teachers will be trained on how to maintain student data notebooks in each classroom.	\$0.00
3	G1.B1.S2.A2	Administration will monitor the use and maintenance of student data notebooks in each classroom.	\$0.00
4	G1.B1.S3.A1	Schedule STEAM on the special area wheel for all students every third day.	\$0.00
5	G1.B1.S3.A2	Present benefits of using a STEAM approach to faculty.	\$0.00
6	G1.B1.S4.A1		\$0.00
7	G1.B1.S5.A1	Construct Master Schedule and allow teacher input.	\$0.00
8	G1.B1.S6.A1	Introduce Admin Team to UChicagoImpact research.	\$0.00
9	G1.B1.S6.A2	Plan and deliver 4 day inservice using the 5Essentials as a framework.	\$0.00
10	G1.B1.S6.A3	Reinforce the 5Essentials throughout the year.	\$0.00
11	G1.B1.S7.A1	Train teachers on use of Dojo.	\$0.00
12	G1.B1.S7.A2	Reinforce Class Dojo expectation weekly in Eagle Chatter - present and in use in all classrooms.	\$0.00
Total:			\$0.00