

Bay District Schools

West Bay Elementary School



2016-17 Schoolwide Improvement Plan

West Bay Elementary School

14813 SCHOOL DR, Panama City Beach, FL 32413

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	67%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	15%

School Grades History

Year	2017-18
Grade	A

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for West Bay Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

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

2. School Environment

a. 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."

b. 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.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

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.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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. Our low quartile students are receiving mentoring from key WBES instructional and administrative staff.

3. Early Warning Systems

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

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

Tier 2 and 3 Rtl data is formally reviewed on the last Tuesday of each month at grade level meetings with our Guidance Counselor and our Intervention Specialist. Academics are analyzed and entered into an Rtl universal spreadsheet and intervention decisions are made by the group. Student performance on FSA, classroom grades, common assessment performance, SuccessMaker progress, Class Dojo, NWEA/MAP performance, DIBELS performance data, attendance, and office discipline referrals are included on the spreadsheet.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	12	16	16	17	13	19	0	0	0	0	0	0	0	93
One or more suspensions	1	3	4	2	1	2	0	0	0	0	0	0	0	13
Course failure in ELA or Math	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	12	25	24	0	0	0	0	0	0	0	61

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

c. 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, SM9

Tier 3 -Voyager, Connect to Comprehension, 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 - SM9, 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

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/319634>.

2. Description

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

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

West Bay is constantly building and strengthening partnerships with the local community. We have used the press (newspaper and television) to ensure the community is aware of key event happening. We have established a School Advisory Council to assist in the implementation of our School Improvement Plan and have rebranded the Eagle Family Involvement Team to the newly renamed Eagle Krewe 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Cannon, John	Principal
Moss, Deniece	Assistant Principal

b. Duties

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

Other members include Dana Tutunick, Guidance; Gary Buynak, Media Specialist; Vicki Reding, teacher; Lori Daniel, teacher; Michelle Good, teacher; Latonia Banks, teacher; Kim Curry, teacher; Tammy Hales, teacher; Heather Williamson, teacher; Danielle Crofut, teacher; Rachel Huft-Johnson, teacher; and Ashley Lappin, 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.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The 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 to plan 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.

2. School Advisory Council (SAC)

a. Membership

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

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

b. Duties

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

a. Evaluation of last year's school improvement plan

It is recognized that last year's plan was an excellent starting point and that many of the strategies we undertook needed to continue, including the use of a character education component, the use of student data notebooks, the inclusion of STEAM on the special area wheel, implementation of the UChicago 5Essentials, implementation of CLassDojo, and the construction of a master schedule that allows for walking to learn across grade levels. The current plan includes structures by which we will more closely monitor individual student progress and more closely monitor the pacing of our content at all grade levels.

b. Development of this school improvement plan

The SAC approved the 2016-17 SIP on September 22, 2016.

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

Input was gathered from all staff on the school's budget, and the School Based Leadership Team provided administration with guidance on the Title 1 budget. The SAC reviewed and approved the school budget including Title expenditures on September 22, 2016.

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

N/A

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Cannon, John	Principal
Moss, Deniece	Assistant Principal Instructional Coach

b. Duties

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

This is the School Based Leadership Team. Other members include Dana Tutunick, Guidance; Vicki Reding, teacher; Michelle Good, teacher; Latonia Banks, teacher; Tammy Hales, teacher; Danielle Crofut, teacher; Gary Buynak, Media Specialist; Lori Daniel, teacher; Rachel Huft-Johnson, teacher; Heather Williamson, teacher; Kim Curry, teacher; and Ashley Lappin, STEAM 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 and math assessments at each grade level, ensures instructional pacing for literacy at each grade level, and informs Accelerated Reading decisions.

D. Public and Collaborative Teaching

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

1. 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 Wednesday 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.

2. 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.

3. 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 classrooms, 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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.

b. Instructional Strategies

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

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 weekly based on student performance on common assessments.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School 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

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

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 coordinate annually with Surfside Middle School to schedule an orientation visit to help ready student for middle school transition and rigor.

b. College and Career Readiness

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

West Bay teachers have adopted a college focus. Each teacher has a college theme to their class names (Hales' High Achievers) 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.

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

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

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we collaboratively design and deliver a standards based program of instruction that is both relevant and engaging and driven by multiple measures of data, 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

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

G084098

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	65.0
FSA Mathematics Achievement	65.0
FCAT 2.0 Science Proficiency	65.0
ELA/Reading Gains	70.0
Math Gains	70.0
ELA/Reading Lowest 25% Gains	55.0
Math Lowest 25% Gains	55.0

Targeted Barriers to Achieving the Goal **3**

- Limited amount of technology - Delayed technology use - Student access to internet/ technology - PD need and funding (Instructional Shifts Implementation) - Substitutes - Tracking pacing formerly of standards - Limited full staff buy in for non-negotiable - Teacher making grade level shifts - Small PLC groups and grade level groups limited opportunity for walk to learn - Low quartile and gifted students need additional support - Coaching opportunities and availability - Limited access to curriculum resources - Planning for effective in class interventions - Time for teaching test taking strategies - Effective use of time - Attendance

Resources Available to Help Reduce or Eliminate the Barriers **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 Technology Support staffing (academic coaches, media specialist, interventionist, SLP, parent liaison)

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

Improved student performance on common assessments, MAP data, and FSA.

Person Responsible

John Cannon

Schedule

Weekly, from 8/24/2016 to 5/31/2017

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 collaboratively design and deliver a standards based program of instruction that is both relevant and engaging and driven by multiple measures of data, then all of our students will be prepared to achieve achieve individual success at high levels both academically and in life. 1

G084098

G1.B1 - Limited amount of technology - Delayed technology use - Student access to internet/technology - PD need and funding (Instructional Shifts Implementation) - Substitutes - Tracking pacing formerly of standards - Limited full staff buy in for non-negotiable - Teacher making grade level shifts - Small PLC groups and grade level groups limited opportunity for walk to learn - Low quartile and gifted students need additional support - Coaching opportunities and availability - Limited access to curriculum resources - Planning for effective in class interventions - Time for teaching test taking strategies - Effective use of time - Attendance 2

B223454

G1.B1.S1 PLC process. 4

S235757

Strategy Rationale

Collaborative teachers have a positive impact on student achievement.

Action Step 1 5

We will meet all of our students' needs by integrating MTSS student data chats and progress monitoring for all students into the weekly PLC process

Person Responsible

John Cannon

Schedule

Weekly, from 8/24/2016 to 5/31/2017

Evidence of Completion

PLC meeting minutes.

Action Step 2 5

Train all staff during pre-planning for integrating MTSS into the existing PLC structure.

Person Responsible

John Cannon

Schedule

Daily, from 8/8/2016 to 8/11/2016

Evidence of Completion

Preschool inservice agendas, sign in sheets

Action Step 3 5

Grade level PLC groups will identify student academic levels and needs with district assessments and grade level formative/summative assessments weekly.

Person Responsible

John Cannon

Schedule

Weekly, from 8/24/2016 to 5/31/2017

Evidence of Completion

PLC minutes posted weekly to the school's I drive.

Action Step 4 5

Teacher lesson plans will document either a formative or summative assessment in both reading and math weekly.

Person Responsible

John Cannon

Schedule

Weekly, from 8/24/2016 to 5/31/2017

Evidence of Completion

Teacher lesson plans.

Action Step 5 5

The grade level teachers will track student progress on formative and summative assessments using item analysis to differentiation needs/grouping.

Person Responsible

John Cannon

Schedule

Weekly, from 8/24/2016 to 5/24/2017

Evidence of Completion

PLC minutes posted weekly to the school's I drive

Action Step 6 5

The grade level teachers will track individual student progress using the individual student profile sheets and whole class progress monitoring monthly.

Person Responsible

John Cannon

Schedule

Monthly, from 9/27/2016 to 5/23/2017

Evidence of Completion

Teacher data binders housed in each classroom.

Action Step 7 5

Adjustment of the monthly meeting schedule to allow for more instructional planning and data collection.

Person Responsible

John Cannon

Schedule

On 8/8/2016

Evidence of Completion

Monthly meeting schedule is published regularly in the faculty newsletter.

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 8/24/2016 to 5/31/2017

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 8/24/2016 to 5/31/2017

Evidence of Completion

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

G1.B1.S2 Student data notebooks. 4

S235758

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

Annually, from 8/8/2016 to 8/11/2016

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 8/24/2016 to 5/31/2017

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 8/24/2016 to 5/31/2017

Evidence of Completion

Student data notebooks.

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

Student academic performance, attendance, and behaviors will improve.

Person Responsible

John Cannon

Schedule

Quarterly, from 8/24/2016 to 5/31/2017

Evidence of Completion

Student academic, attendance, and behavior data.

G1.B1.S3 STEAM initiative. 4

S235759

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 6/2/2017

Evidence of Completion

Master schedule.

Action Step 2 5

Present benefits of using a STEAM approach to faculty.

Person Responsible

John Cannon

Schedule

On 8/11/2016

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 8/24/2016 to 6/2/2017

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

 S235760

Strategy Rationale

A supportive School Climate is supported by research.

Action Step 1 5

Peace First will be implemented in all classrooms.

Person Responsible

John Cannon

Schedule

Daily, from 8/24/2016 to 6/2/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Administration will monitor lesson plans for evidence of daily instruction in Peace First.

Person Responsible

John Cannon

Schedule

On 5/31/2017

Evidence of Completion

Weekly lesson plans.

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Administration will monitor office discipline referral data.

Person Responsible

John Cannon

Schedule

Quarterly, from 8/24/2016 to 6/2/2017

Evidence of Completion

Monthly ODR reports.

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

 S235761

Strategy Rationale

More opportunities for instructional differentiation.

Action Step 1 5

Construct Master Schedule with teacher input.

Person Responsible

John Cannon

Schedule

On 8/11/2016

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 8/24/2016 to 6/2/2017

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 8/24/2016 to 6/2/2017

Evidence of Completion

MTSS universal spreadsheet.

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

S235762

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 8/11/2016

Evidence of Completion

Inservice agenda.

Action Step 3 5

Reinforce the 5Essentials throughout the year.

Person Responsible

John Cannon

Schedule

Weekly, from 8/24/2016 to 6/2/2017

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 8/24/2016 to 5/29/2017

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

Annually, from 6/7/2017 to 6/7/2017

Evidence of Completion

Effective Leadership, Collaborative Teachers, Involved Families, a Supportive Environment, and Ambitious Instruction will continue to be found in school climate results.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S6.A1 A304063	Introduce Admin Team to UChicagolmpact research.	Cannon, John	6/10/2015	Copies of 5 Essentials flyer.	6/10/2015 one-time
G1.B1.S3.MA1 M309445	Student performance on science grades, math grades, FCAT Science, FSA Mathematics, and MAP will...	Cannon, John	6/1/2016	Student performance data.	6/1/2016 one-time
G1.B1.S1.A7 A304056	Adjustment of the monthly meeting schedule to allow for more instructional planning and data...	Cannon, John	8/8/2016	Monthly meeting schedule is published regularly in the faculty newsletter.	8/8/2016 one-time
G1.B1.S1.A2 A304051	Train all staff during pre-planning for integrating MTSS into the existing PLC structure.	Cannon, John	8/8/2016	Preschool inservice agendas, sign in sheets	8/11/2016 daily
G1.B1.S2.A1 A304057	Teachers will be trained on how to maintain student data notebooks in each classroom.	Moss, Deniece	8/8/2016	Training agenda	8/11/2016 annually
G1.B1.S3.A2 A304060	Present benefits of using a STEAM approach to faculty.	Cannon, John	8/8/2016	Inservice agenda.	8/11/2016 one-time
G1.B1.S5.A1 A304062	Construct Master Schedule with teacher input.	Cannon, John	8/8/2016	Master schedule, email correspondence.	8/11/2016 one-time
G1.B1.S6.A2 A304064	Plan and deliver 4 day inservice using the 5Essentials as a framework.	Cannon, John	8/8/2016	Inservice agenda.	8/11/2016 one-time
G1.B1.S1.A6 A304055	The grade level teachers will track individual student progress using the individual student...	Cannon, John	9/27/2016	Teacher data binders housed in each classroom.	5/23/2017 monthly
G1.B1.S1.A5 A304054	The grade level teachers will track student progress on formative and summative assessments using...	Cannon, John	8/24/2016	PLC minutes posted weely to the school's I drive	5/24/2017 weekly
G1.B1.S6.MA1 M309452	Monitor weekly Eagle Chatter for 5Essentials content.	Cannon, John	8/24/2016	Weekly newsletter, the Eagle Chatter.	5/29/2017 weekly
G1.MA1 M309453	Improved student performance on common assessments, MAP data, and FSA.	Cannon, John	8/24/2016	Teacher collected student performance data.	5/31/2017 weekly
G1.B1.S1.MA1 M309441	Administration will monitor student performance on common assessments and review student...	Cannon, John	8/24/2016	Lesson plan will reflect administration of common assessments and shifting student groupings.	5/31/2017 weekly
G1.B1.S1.MA1 M309442	Administration will monitor submission of weekly PLC meeting minutes.	Cannon, John	8/24/2016	PLC meeting minutes.	5/31/2017 weekly
G1.B1.S1.A1 A304050	We will meet all of our students' needs by integrating MTSS student data chats and progress...	Cannon, John	8/24/2016	PLC meeting minutes.	5/31/2017 weekly
G1.B1.S1.A3 A304052	Grade level PLC groups will identify student academic levels and needs with district assessments...	Cannon, John	8/24/2016	PLC minutes posted weekly to the school's I drive.	5/31/2017 weekly
G1.B1.S1.A4 A304053	Teacher lesson plans will document either a formative or summative assessment in both reading and...	Cannon, John	8/24/2016	Teacher lesson plans.	5/31/2017 weekly
G1.B1.S2.MA1 M309443	Student academic performance, attendance, and behaviors will improve.	Cannon, John	8/24/2016	Student academic, attendance, and behavior data.	5/31/2017 quarterly
G1.B1.S2.MA1 M309444	Administrators will walk classrooms weekly to monitor data notebooks.	Cannon, John	8/24/2016	Student data notebooks.	5/31/2017 weekly

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West Bay Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A2 A304058	Administration will monitor the use and maintenance of student data notebooks in each classroom.	Cannon, John	8/24/2016	Student data notebooks.	5/31/2017 weekly
G1.B1.S4.MA1 M309448	Administration will monitor lesson plans for evidence of daily instruction in Peace First.	Cannon, John	8/24/2016	Weekly lesson plans.	5/31/2017 one-time
G1.B1.S3.MA1 M309446	Monitor Master Schedule and teacher lesson plans.	Cannon, John	8/24/2016	Master Schedule and lesson plans.	6/2/2017 weekly
G1.B1.S3.A1 A304059	Schedule STEAM on the special area wheel for all students every third day.	Cannon, John	8/18/2016	Master schedule.	6/2/2017 one-time
G1.B1.S4.MA1 M309447	Administration will monitor office discipline referral data.	Cannon, John	8/24/2016	Monthly ODR reports.	6/2/2017 quarterly
G1.B1.S4.A1 A304061	Peace First will be implemented in all classrooms.	Cannon, John	8/24/2016		6/2/2017 daily
G1.B1.S5.MA1 M309449	Monitor student grades.	Cannon, John	8/24/2016	MTSS universal spreadsheet.	6/2/2017 quarterly
G1.B1.S5.MA1 M309450	Monitor use of Master Schedule and track changes.	Cannon, John	8/24/2016	Copy of Master Schedule.	6/2/2017 monthly
G1.B1.S6.A3 A304065	Reinforce the 5Essentials throughout the year.	Cannon, John	8/24/2016	Weekly newsletter - Eagle Chatter	6/2/2017 weekly
G1.B1.S6.MA1 M309451	Evidence of the 5Essentials will be found all over campus.	Cannon, John	6/7/2017	Effective Leadership, Collaborative Teachers, Involved Families, a Supportive Environment, and Ambitious Instruction will continue to be found in school climate results.	6/7/2017 annually

V. Professional Development Opportunities

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

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

G1.B1 - Limited amount of technology - Delayed technology use - Student access to internet/technology - PD need and funding (Instructional Shifts Implementation) - Substitutes - Tracking pacing formerly of standards - Limited full staff buy in for non-negotiable - Teacher making grade level shifts - Small PLC groups and grade level groups limited opportunity for walk to learn - Low quartile and gifted students need additional support - Coaching opportunities and availability - Limited access to curriculum resources - Planning for effective in class interventions - Time for teaching test taking strategies - Effective use of time - Attendance

G1.B1.S1 PLC process.

PD Opportunity 1

We will meet all of our students' needs by integrating MTSS student data chats and progress monitoring for all students into the weekly PLC process

Facilitator

John Cannon, Deniece Moss, the rest of the SBLT

Participants

All instructional faculty

Schedule

Weekly, from 8/24/2016 to 5/31/2017

PD Opportunity 2

Train all staff during pre-planning for integrating MTSS into the existing PLC structure.

Facilitator

Cannon, John

Participants

WBES faculty

Schedule

Daily, from 8/8/2016 to 8/11/2016

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

Annually, from 8/8/2016 to 8/11/2016

G1.B1.S3 STEAM initiative.

PD Opportunity 1

Present benefits of using a STEAM approach to faculty.

Facilitator

John Cannon, Deniece Moss

Participants

All faculty.

Schedule

On 8/11/2016

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

PD Opportunity 1

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

Facilitator

John Cannon, Deniece Moss, Dana Tutunick

Participants

West Bay faculty and staff

Schedule

On 8/11/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	We will meet all of our students' needs by integrating MTSS student data chats and progress monitoring for all students into the weekly PLC process				\$0.00
2	G1.B1.S1.A2	Train all staff during pre-planning for integrating MTSS into the existing PLC structure.				\$0.00
3	G1.B1.S1.A3	Grade level PLC groups will identify student academic levels and needs with district assessments and grade level formative/summative assessments weekly.				\$0.00
4	G1.B1.S1.A4	Teacher lesson plans will document either a formative or summative assessment in both reading and math weekly.				\$0.00
5	G1.B1.S1.A5	The grade level teachers will track student progress on formative and summative assessments using item analysis to differentiation needs/ grouping.				\$13,579.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0262 - West Bay Elementary School	Title I, Part A		\$12,579.00
			<i>Notes: Instructional materials to supplement core materials.</i>			
	5100	510-Supplies	0262 - West Bay Elementary School	Title I, Part A		\$1,000.00
			<i>Notes: Materials and supplies for teachers to create standards based common assessments through the PLC process; including copy machine rental.</i>			
6	G1.B1.S1.A6	The grade level teachers will track individual student progress using the individual student profile sheets and whole class progress monitoring monthly.				\$3,747.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	360-Rentals	0262 - West Bay Elementary School	Title I, Part A		\$1,500.00
			<i>Notes: Copy machine rental for PLC/Common Assessments.</i>			
	6400	750-Other Personal Services	0262 - West Bay Elementary School	Title I, Part A		\$2,247.00
			<i>Notes: Substitutes for Professional Development.</i>			
7	G1.B1.S1.A7	Adjustment of the monthly meeting schedule to allow for more instructional planning and data collection.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	7800	790-Miscellaneous Expenses	0262 - West Bay Elementary School	Title I, Part A		\$2,000.00
			<i>Notes: Planning field-trips for students to increase their knowledge of standards based concepts.</i>			

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8	G1.B1.S2.A1	Teachers will be trained on how to maintain student data notebooks in each classroom.				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	642-Furniture, Fixtures and Equipment Non-Capitalized	0262 - West Bay Elementary School	Title I, Part A		\$300.00
			<i>Notes: Electronic Pencil Sharpeners for classrooms.</i>			
9	G1.B1.S2.A2	Administration will monitor the use and maintenance of student data notebooks in each classroom.				\$0.00
10	G1.B1.S3.A1	Schedule STEAM on the special area wheel for all students every third day.				\$0.00
11	G1.B1.S3.A2	Present benefits of using a STEAM approach to faculty.				\$0.00
12	G1.B1.S4.A1	Peace First will be implemented in all classrooms.				\$0.00
13	G1.B1.S5.A1	Construct Master Schedule with teacher input.				\$28,843.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	150-Aides	0262 - West Bay Elementary School	Title I, Part A	0.0	\$28,843.00
			<i>Notes: Paraprofessionals to deliver classroom instruction to meet the needs of students who struggle with core instruction.</i>			
14	G1.B1.S6.A1	Introduce Admin Team to UChicagoImpact research.				\$0.00
15	G1.B1.S6.A2	Plan and deliver 4 day inservice using the 5Essentials as a framework.				\$5,387.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	7300	110-Administrators	0262 - West Bay Elementary School	Title I, Part A	0.0	\$5,387.00
			<i>Notes: AA and school based leadership to work during the summer to prepare for the upcoming school year.</i>			
16	G1.B1.S6.A3	Reinforce the 5Essentials throughout the year.				\$6,204.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	390-Other Purchased Services	0262 - West Bay Elementary School	Title I, Part A		\$750.00
			<i>Notes: Printing for PBS, SIP banners and posters.</i>			
	6400	330-Travel	0262 - West Bay Elementary School	Title I, Part A		\$3,000.00
			<i>Notes: Professional Development Conferences.</i>			
	6150	750-Other Personal Services	0262 - West Bay Elementary School	Title I, Part A		\$2,454.00
			<i>Notes: Parent Involvement (parent workshops and conferences).</i>			
					Total:	\$60,060.00