

Bay District Schools

West Bay Elementary School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	66%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	17%

School Grades History

Year	2016-17	2015-16
Grade	C	C

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for West Bay Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- 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." In addition, we use West Bay Essentials 15 Rules to establish a sense of family community, respect and kindness. Our daily morning announcement touch on Peace First and 15 Essentials behavioral expectations and social skills.

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

PeaceFirst curriculum is built into the daily master schedule to include morning meetings and closing meetings. 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. We have added a student safety patrol for morning hallways and waiting areas to provide student reminders of rules and expectations as well as report safety concerns to supervising adults. Beyond that we have teachers sponsoring an anti-bullying club created for student empowerment.

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 school wide 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. Teacher have been trained and provided a list of classroom managed and office managed behaviors available to all staff on the common school drive which help them in discipline decision making before writing office referrals. Office discipline referral criteria are clearly defined and students are administered discipline in accordance with the Bay District Schools Elementary Discipline Matrix. Staff are also provided behavior PD opportunities and coaching in Fred Jones, Win-Win Discipline, common school-wide DOJO descriptions for targeting behaviors and 15 essentials behavior expectations. We have a

dedicated paraprofessional for student behavior support. She receives ongoing training at the district level for implementation of the PROMISE Program.

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, district and faculty mentoring, and through attendance mentors. We provided tiered levels of behavioral support for students beyond PeaceFirst core behavioral curriculum. Our school provides a PROMISE Room Learning Lab for daily support services. A social skills group for kindergarten through fifth grade has been established to provide small group instruction and practice in social emotional goals for identified students in need. A ZOOU social skills computer lab is available in addition to on site counseling services to both students and families in need of behavioral support through Florida Therapy contract services. Functional behavior assessments and individual positive behavioral plans are developed for students who need more intensive behavioral support services through the school wide behavior team.

3. Early Warning Systems

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

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

Monthly EWS reports are reviewed in monthly school based leadership team meetings, attendance child study team and school behavior team meetings. Tier 2 and 3 Rtl data is formally reviewed every 5 weeks at grade level PLC meetings where the administration, school counselor, school based intervention teachers, ESE teachers and district MTSS staff training specialist attend and discuss intervention decisions and supports. Academics and behaviors are analyzed and entered into an Rtl universal spreadsheet monthly and intervention decisions are made by the group. Student performance on FSA, classroom grades, common assessment performance, Class Dojo, NWEA/MAP performance, DIBELS performance data, attendance, and office discipline referrals are included on the spreadsheet. Problem solving decision making questions are used to guide the discussion and weekly grade level PLC minutes are available for consideration in the dedcision making process.

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	

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, Voyager Passport, HeadSprout, Achieve 3000

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 - Eureka Math, Soar to Success (computer-based), Guided Math Strategies

Tier 3 - Dreambox, Eureka small group, SRA Math Labs, SRA Corrective Math, Number Rockets (1st grade only)

Behavior:

Tier 1: Core Behavior Curriculum PeaceFirst and Class DOJO, Behavior Block Party Incentive Days each 9 weeks, attendance celebrations

Tier 2: Weekly mentoring, Daily Check In-Check Out (CICO), targeted small group instruction in Social Skills, ZOOU computer social skills program

Tier 3: Functional Behavior Assessments and Individual Positive Behavior Intervention Plans.

B. Family and Community Engagement

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

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

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

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/465567>.

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 events happening. We have established a School Advisory Council to assist in the implementation of our School Improvement Plan and have re-branded the Eagle Family Involvement Team. Business partners who have been most active thus far include The All American Diner, The Panama City Beach Women's Club, Episcopal by the Sea Church, Woodstock Church, Hiland Park Baptist Church, and Panama City Beach First Assembly of God. We notify parents of upcoming events and meetings through a monthly electronic newsletter.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Moss, Deniece	Principal
Good, Michelle	Assistant Principal
Tutunick, Dana	School Counselor

b. Duties

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

Deniece Moss serves as the principal at West Bay Elementary. She ensures that all teachers have the necessary materials and training in order to teach effective lessons. She monitors lesson plans and meets with the teachers every five weeks to monitor the academic process of all students. Mrs. Moss is responsible for the teacher and support evaluations per Bay District Schools. She relays important district initiatives to the staff in a timely manner through the weekly faculty and staff newsletter, The Eagle Chatter. Another responsibility of Mrs. Moss is the hiring and retention of effective staff members. Mrs. Moss also meets with the School Advisory Council.

Michelle Armistead serves as the Assistant Administrator at West Bay Elementary. Michelle works along with Mrs. Moss to make sure that all teachers have the materials necessary to teach effective lessons. Mrs. Armistead assists Mrs. Moss with the teacher and support evaluations. She oversees the morning and afternoon drop off and pick up areas. She works with scheduling special events that occur throughout the year. Mrs. Armistead also helps the teachers with discipline referrals. She meets with the student and contacts the parents when students have had discipline referrals. She also meets with the School Advisory Council.

Dana Tutunick is the guidance counselor at West Bay Elementary. She monitors all of the MTSS students and leads the MTSS Student Data Chats to track all students in academics and behavior. Mrs. Tutunick makes certain that all of the behavior plans, ENRICH plans, IEPs, and 504s are completed correctly.

Included on the team are greade charie for each grade level (see above). These teachers meet with members of their grade level wekly during PLCs to plan and prepare lessons based on Florida Standards, discuss students in MTSS Tier 2/3, and adjust instruction accordingly to meet the needs of all students. 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, adjusted the Simplifying Rtl framework, developed our school safety plan, developed attendance protocols, coordinated schoolwide activities, disseminated information to grade level peers, and continue to meet monthly to collaboratively make decisions about instruction, assessment, and operations. Guidance; Jane Schmidt, Media Specialist; Cheri Bruckner, teacher; Lori Daniel, teacher; Michelle Armistead, AA; Latonia Banks, teacher; Robert Mitchell, teacher; Tammy Hales, teacher; Kelly Dean, Teacher; Danielle Crofut, teacher; and Ashley Lappin, teacher.

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. 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
Deniece Moss	Principal
Michelle Armistead	Principal
Latonia Banks	Teacher
John Cannon	Parent
Jonathan Iler	Teacher
Todd Mitchell	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

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

a. Evaluation of last year's school improvement plan

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

Will be voted on and approved at the first meeting with the new SAC members in October.

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 19, 2017. They also met in May of 2016 to review and vote on expenditures.

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.

No

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
Moss, Deniece	Principal
Good, Michelle	Assistant Principal

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 Armistead, Assistant Administrator; Latonia Banks, teacher; Amy White, teacher; Rachel Johnson, teacher; Jane Schmidt, Media Specialist; Lori Daniel, teacher; Rachel Huft-Johnson, teacher; Kelly Dean, ESE teacher; Todd Mitchell, teacher; and Ashley Lappin, 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

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 Google Drive. 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. The teachers are also required to meet two times a week for planning; one day for ELA and one day for Math.

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 coach 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.

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, Achieve 3000 progress, Class Dojo, NWEA performance, and DIBELS performance data to differentiate instruction according 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Kindergarten teachers use Class Dojo to stay in constant contact with families regarding their students' academic, behavioral, and attendance performance. We work closely with AHS Pre-K and host a transition night for students who will be attending WBES that currently attend the pre-k academy at AHS. We also invite students from private Pre-K centers to attend the transition night as well.

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. We have monthly college spirit days where students are encouraged to come to school in college attire. We also use the MAP data which has the projected ACT score for each student to help the students set goals.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** West Bay will continue a school-wide Tier 1 behavior support by incorporating a daily 15 minute character education program (Peace First) and student data chats every 5 weeks in order to decrease office discipline referrals by 5%.
- G2.** If we continue to meet the needs of all students through flexible targeted Professional Learning Communities (PLCs) , 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. West Bay will continue a school-wide Tier 1 behavior support by incorporating a daily 15 minute character education program (Peace First) and student data chats every 5 weeks in order to decrease office discipline referrals by 5%. 1a

G095845

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Targeted Barriers to Achieving the Goal 3

- Students with no social skills

Resources Available to Help Reduce or Eliminate the Barriers 2

- PROMISE para MTSS Data Chats with substitute support Peace First

Plan to Monitor Progress Toward G1. 8

ODRs/Individual Student Check In/Check Out Documentation

Person Responsible

Dana Tutunick

Schedule

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

Evidence of Completion

ORDs/Individual Student Check In/Check Out Documentation

G2. If we continue to meet the needs of all students through flexible targeted Professional Learning Communities (PLCs) , then all of our students will be prepared to achieve individual success at high levels, both academically and in life. **1a**

 G095846

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 Lowest 25% Gains	55.0
Math Lowest 25% Gains	55.0
ELA/Reading Gains	70.0
Math Gains	70.0

Targeted Barriers to Achieving the Goal **3**

- Lack of faculty and staff motivation as demonstrated by: -Internal and external stress -Lack of intentional preparation -Losing intention and focus

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

- -District wide standards, curriculum, and pacing guides paired with the new Eureka math & Achieve 3000 reading programs -Three gifted and three ESE endorsed teachers on staff for support in instructional differentiation. -“Walk to Learn” instructional approach -Grade level progress monitoring spreadsheet -Mentors assigned to new teachers

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

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

Person Responsible

Deniece Moss

Schedule

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

Evidence of Completion

2017 PLC Whole Class Data Sheet

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. West Bay will continue a school-wide Tier 1 behavior support by incorporating a daily 15 minute character education program (Peace First) and student data chats every 5 weeks in order to decrease office discipline referrals by 5%. **1**

 **G095845**

G1.B1 Students with no social skills **2**

 **B257988**

G1.B1.S1 Teachers will implement Peace First 15 minutes each day as part of the character education program. **4**

 **S273074**

Strategy Rationale

Action Step 1 **5**

Peace First

Person Responsible

Dana Tutunick

Schedule

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

Evidence of Completion

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

Lesson Plans/Classroom Observations

Person Responsible

Deniece Moss

Schedule

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

Evidence of Completion

Lesson Plans/Student Journal/Classroom Observation Documentation

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

Conflict Resolution Skills/Peer Mediation

Person Responsible

Dana Tutunick


Schedule

On 6/1/2018

Evidence of Completion

ODR's

G2. If we continue to meet the needs of all students through flexible targeted Professional Learning Communities (PLCs) , then all of our students will be prepared to achieve individual success at high levels, both academically and in life. 1

 G095846

G2.B1 Lack of faculty and staff motivation as demonstrated by: -Internal and external stress -Lack of intentional preparation -Losing intention and focus 2

 B257989

G2.B1.S1 The development of a weekly flexible PLC schedule, will facilitate intentional and targeted instruction ensuring more instructional planning, preparation, & data discussions. 4

 S273075

Strategy Rationale

The PLC process provides strong professional development and allows teachers to collaborate together to improve the school. Collaborative teachers have a positive impact on student achievement.

Action Step 1 5

We will:

Adjust to a 5 week rotation for MTSS data chats

Revise PLC minutes to include PLC action steps and guided questions

Integrate progress monitoring spreadsheet from individual classes to shared grade levels

Person Responsible

Deniece Moss

Schedule

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

Evidence of Completion

2017 PLC Whole Class Data Sheet

Action Step 2 5

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

Person Responsible

Deniece Moss

Schedule

Every 3 Weeks, from 8/17/2017 to 6/1/2018

Evidence of Completion

2017 PLC Whole Class Data Sheet

Action Step 3 5

Teachers will document the differentiation for student assignments and assessments in FOCUS grade book in all subject areas.

Person Responsible

Deniece Moss

Schedule

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

Evidence of Completion

FOCUS

Action Step 4 5

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

Person Responsible

Deniece Moss

Schedule

Monthly, from 8/28/2017 to 6/1/2018

Evidence of Completion

2017 PLC Progress Monitoring Spreadsheet

Action Step 5 5

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

Person Responsible

Deniece Moss

Schedule

On 6/1/2018

Evidence of Completion

Monthly meeting schedule is published regularly in the faculty newsletter.

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

Administration will monitor submission of weekly PLC meeting minutes.

Person Responsible

Deniece Moss

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

PLC meeting minutes.

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

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

Person Responsible

Deniece Moss

Schedule

Monthly, from 9/26/2017 to 6/1/2018

Evidence of Completion

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

G2.B1.S2 Adjustment of a master schedule that incorporates all grade levels to have an opportunity for differentiated walk to learn instruction. 4

S273076

Strategy Rationale

More opportunities for instructional differentiation.

Action Step 1 5

Adjust master schedule with teacher input.

Person Responsible

Deniece Moss

Schedule

On 6/1/2018

Evidence of Completion

Master schedule, email correspondence.

Action Step 2 5

Administrative Classroom Walkthroughs

Person Responsible

Deniece Moss

Schedule

Biweekly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Administration will do CWT's and provide feedback to teachers using the Google Form

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

Monitor use of Master Schedule and track changes.

Person Responsible

Deniece Moss

Schedule

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

Evidence of Completion

Copy of Master Schedule.

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

Monitor student data

Person Responsible

Deniece Moss

Schedule

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

Evidence of Completion

2017 PLC Whole Class Data Sheet

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.B1.S2.A2 A366474	Administrative Classroom Walkthroughs	Moss, Deniece	10/2/2017	Administration will do CWT's and provide feedback to teachers using the Google Form	5/25/2018 biweekly
G1.MA1 M392837	ODRs/Individual Student Check In/ Check Out Documentation	Tutunick, Dana	9/1/2017	ORDs/Individual Student Check In/ Check Out Documentation	6/1/2018 daily
G2.MA1 M392842	Improve student performance on common assessments, MAP data, and FSA.	Moss, Deniece	8/17/2017	2017 PLC Whole Class Data Sheet	6/1/2018 quarterly
G1.B1.S1.MA1 M392835	Conflict Resolution Skills/Peer Mediation	Tutunick, Dana	9/1/2017	ODR's	6/1/2018 one-time
G1.B1.S1.MA1 M392836	Lesson Plans/Classroom Observations	Moss, Deniece	9/1/2017	Lesson Plans/Student Journal/ Classroom Observation Documentation	6/1/2018 daily
G1.B1.S1.A1 A366467	Peace First	Tutunick, Dana	9/1/2017		6/1/2018 daily
G2.B1.S1.MA1 M392838	Administration will monitor student performance on common assessments and review student...	Moss, Deniece	9/26/2017	Lesson plan will reflect administration of common assessments and shifting student groupings.	6/1/2018 monthly
G2.B1.S1.MA1 M392839	Administration will monitor submission of weekly PLC meeting minutes.	Moss, Deniece	8/28/2017	PLC meeting minutes.	6/1/2018 weekly
G2.B1.S1.A1 A366468	We will: Adjust to a 5 week rotation for MTSS data chats Revise PLC minutes to include PLC...	Moss, Deniece	8/17/2017	2017 PLC Whole Class Data Sheet	6/1/2018 weekly
G2.B1.S1.A2 A366469	Grade level PLC groups will Identify student academic levels and needs with district assessments...	Moss, Deniece	8/17/2017	2017 PLC Whole Class Data Sheet	6/1/2018 every-3-weeks
G2.B1.S1.A3 A366470	Teachers will document the differentiation for student assignments and assessments in FOCUS grade...	Moss, Deniece	8/17/2017	FOCUS	6/1/2018 monthly
G2.B1.S1.A4 A366471	The grade level teachers will track individual student progress using the whole class progress...	Moss, Deniece	8/28/2017	2017 PLC Progress Monitoring Spreadsheet	6/1/2018 monthly
G2.B1.S1.A5 A366472	Adjustment of the monthly meeting schedule to allow for more instructional planning and data...	Moss, Deniece	8/21/2017	Monthly meeting schedule is published regularly in the faculty newsletter.	6/1/2018 one-time
G2.B1.S2.MA1 M392840	Monitor student data	Moss, Deniece	8/17/2017	2017 PLC Whole Class Data Sheet	6/1/2018 quarterly
G2.B1.S2.MA1 M392841	Monitor use of Master Schedule and track changes.	Moss, Deniece	8/17/2017	Copy of Master Schedule.	6/1/2018 monthly
G2.B1.S2.A1 A366473	Adjust master schedule with teacher input.	Moss, Deniece	8/8/2017	Master schedule, email correspondence.	6/1/2018 one-time

V. Professional Development Opportunities

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

G1. West Bay will continue a school-wide Tier 1 behavior support by incorporating a daily 15 minute character education program (Peace First) and student data chats every 5 weeks in order to decrease office discipline referrals by 5%.

G1.B1 Students with no social skills

G1.B1.S1 Teachers will implement Peace First 15 minutes each day as part of the character education program.

PD Opportunity 1

Peace First

Facilitator

Dana Tutunick

Participants

All Teachers/Students

Schedule

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

G2. If we continue to meet the needs of all students through flexible targeted Professional Learning Communities (PLCs) , then all of our students will be prepared to achieve individual success at high levels, both academically and in life.

G2.B1 Lack of faculty and staff motivation as demonstrated by: -Internal and external stress -Lack of intentional preparation -Losing intention and focus

G2.B1.S1 The development of a weekly flexible PLC schedule, will facilitate intentional and targeted instruction ensuring more instructional planning, preparation, & data discussions.

PD Opportunity 1

We will: Adjust to a 5 week rotation for MTSS data chats Revise PLC minutes to include PLC action steps and guided questions Integrate progress monitoring spreadsheet from individual classes to shared grade levels

Facilitator

Deniece Moss, SBLT

Participants

All instructional faculty

Schedule

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

PD Opportunity 2

Teachers will document the differentiation for student assignments and assessments in FOCUS grade book in all subject areas.

Facilitator

Moss, Deniece

Participants

All instructional faculty

Schedule

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Peace First	\$0.00
2	G2.B1.S1.A1	We will: Adjust to a 5 week rotation for MTSS data chats Revise PLC minutes to include PLC action steps and guided questions Integrate progress monitoring spreadsheet from individual classes to shared grade levels	\$0.00
3	G2.B1.S1.A2	Grade level PLC groups will Identify student academic levels and needs with district assessments and grade level formative/summative assessments.	\$0.00
4	G2.B1.S1.A3	Teachers will document the differentiation for student assignments and assessments in FOCUS grade book in all subject areas.	\$0.00
5	G2.B1.S1.A4	The grade level teachers will track individual student progress using the whole class progress monitoring monthly.	\$0.00
6	G2.B1.S1.A5	Adjustment of the monthly meeting schedule to allow for more instructional planning and data collection.	\$0.00
7	G2.B1.S2.A1	Adjust master schedule with teacher input.	\$0.00
8	G2.B1.S2.A2	Administrative Classroom Walkthroughs	\$0.00
Total:			\$0.00