

Bay District Schools

# West Bay Elementary School



2018-19 Schoolwide Improvement Plan

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## West Bay Elementary School

14813 SCHOOL DR, Panama City Beach, FL 32413

[ no web address on file ]

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2017-18 Title I School</b>	<b>2017-18 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School KG-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	18%

### School Grades History

<b>Year</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>
<b>Grade</b>	A	C	C

### School Board Approval

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

### SIP Authority

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

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

<https://www.floridacims.org>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

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

#### Provide the school's vision statement.

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

### School Leadership Team

#### 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
Dean, Kelly	School Counselor
Banks, Latonia	Teacher, K-12
McCorkel, Jessica	Teacher, K-12
Champagne, Ashley	Teacher, K-12
Hagan, Shawnee	Paraprofessional
Schmidt, Jane	Instructional Media
Bruckner, Cheri	Teacher, K-12
Jones, Josh	SAC Member

#### Duties

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

The SBLT is made up of teachers, support staff, and administration. We work together regularly to evaluate the process on the School Improvement Plan, analyze data to make adjustments, and allocate resources appropriately for maximum impact.

Shared leadership and decision making is a cornerstone at West Bay Elementary. Team members look at data regularly and live by our motto; every child by name and need.

### Early Warning Systems

#### Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	18	14	17	13	17	9	0	0	0	0	0	0	0	88
One or more suspensions	2	6	5	2	3	8	0	0	0	0	0	0	0	26
Course failure in ELA or Math	0	3	0	2	0	0	0	0	0	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	10	8	8	0	0	0	0	0	0	0	26

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	3	1	1	0	0	0	0	0	0	0	5

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	2	0	3	0	1	0	0	0	0	0	0	0	7
Retained Students: Previous Year(s)	6	9	0	3	0	0	0	0	0	0	0	0	0	18

Date this data was collected

Wednesday 7/18/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	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

Year 2016-17 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	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	3	3	1	0	0	0	0	0	0	0	7

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

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

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

The data component for West Bay Elementary that performed lowest in 2018 was our ELA Lowest Quartile scholars scoring at 53% making learning gains. It increased from the previous year by 3% points from 50% of scholars in the lowest quartile making learning gains in ELA.

#### Which data component showed the greatest decline from prior year?

At West Bay Elementary we had no data components declining from the previous school year.

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

At West Bay Elementary we scored higher than the state in all data component areas. We out performed the state average in all seven areas.

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

The data component showing the most improvement was math proficiency and math learning gains. West Bay increased 21% points in math proficiency and increased 22% points in math learning gains.

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

Several actions and changes led to the drastic improvement in math. The district implemented Eureka Math and at West Bay we strive to make sure we have the right teachers on the right seat on our bus. We departmentalize in the areas of ELA and Math. The math teachers that we have on our bus are experts in their field. They use the pacing guides provided by the district and supplemental materials as needed.

**School Data**

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	63%	50%	56%	51%	48%	52%
ELA Learning Gains	58%	49%	55%	36%	47%	52%
ELA Lowest 25th Percentile	53%	45%	48%	45%	43%	46%
Math Achievement	68%	57%	62%	50%	53%	58%
Math Learning Gains	83%	57%	59%	49%	53%	58%
Math Lowest 25th Percentile	65%	46%	47%	29%	43%	46%
Science Achievement	57%	50%	55%	52%	44%	51%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	18 (12)	14 (16)	17 (16)	13 (17)	17 (13)	9 (19)	88 (93)
One or more suspensions	2 (1)	6 (3)	5 (4)	2 (2)	3 (1)	8 (2)	26 (13)
Course failure in ELA or Math	0 (1)	3 (1)	0 (0)	2 (0)	0 (0)	0 (0)	5 (2)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	10 (12)	8 (25)	8 (24)	26 (61)

**Grade Level Data**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	67%	57%	10%	57%	10%
	2017	54%	59%	-5%	58%	-4%
Same Grade Comparison		13%				
Cohort Comparison						
04	2018	65%	51%	14%	56%	9%
	2017	63%	52%	11%	56%	7%
Same Grade Comparison		2%				
Cohort Comparison		11%				
05	2018	54%	50%	4%	55%	-1%
	2017	35%	49%	-14%	53%	-18%
Same Grade Comparison		19%				
Cohort Comparison		-9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	60%	63%	-3%	62%	-2%
	2017	37%	56%	-19%	62%	-25%
Same Grade Comparison		23%				
Cohort Comparison						
04	2018	78%	59%	19%	62%	16%
	2017	78%	62%	16%	64%	14%
Same Grade Comparison		0%				
Cohort Comparison		41%				
05	2018	64%	57%	7%	61%	3%
	2017	41%	52%	-11%	57%	-16%
Same Grade Comparison		23%				
Cohort Comparison		-14%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	54%	54%	0%	55%	-1%
	2017					
Cohort Comparison						

### Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	30	43		41	57						
HSP	45			45							
WHT	64	57	50	70	83	62	58				
FRL	58	54	46	63	87	70	55				

  

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	13	35		13	41		36				
WHT	49	55	47	49	60	60	49				
FRL	43	47	80	45	64	64	50				

### Part III: Planning for Improvement

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



**Areas of Focus:**

**Activity #1**

<b>Title</b>	ELA
<b>Rationale</b>	West Bay Elementary would like to continue to increase in all seven data component areas. However, we would like to see more increased in ELA in proficiency, learning gains, and lowest quartile learning gains for all of our scholars.
<b>Intended Outcome</b>	In order for West Bay to continue to maintain the level of growth as measured this past school year, our goal is to increase ELA in the following area: ELA Proficiency from 63% to 70% ELA Learning Gains from 58% to 62% ELA Lowest Quartile from 53% to 62%
<b>Point Person</b>	Deniece Moss (mossjd@bay.k12.fl.us)

**Action Step**

	West Bay Elementary will continue to strengthen and support the school's academic program through strategic focus.
<b>Description</b>	<p>1. West Bay Elementary will continue to effectively use the Universal Spreadsheet to track data on each scholar at West Bay Elementary. The Universal Spreadsheet will be used to assist the teams monthly during Leadership Team meetings, A-Team meetings, and PLC meetings. The school psychologist, MTSS Coach, and district level employees will also use it as needed when meeting the needs of the scholars. The guidance counselor and MTSS coach will review the spreadsheet as needed and the ability to review current and relevant data for each scholar.</p> <p>2. West Bay Elementary will continue to monitor and mentor the lowest quartile through teacher/scholar mentoring, Elevate Bay, and scholar data chats.</p> <p>3. West Bay Elementary teachers will continue to use the district pacing guide for ELA and the resources provided through the Literacy Cafe.</p>
<b>Person Responsible</b>	Deniece Moss (mossjd@bay.k12.fl.us)

**Plan to Monitor Effectiveness**

<b>Description</b>	<ol style="list-style-type: none"> <li>1. Monitor the Universal Spreadsheet, which includes student data and PLC minutes.</li> <li>2. Monitor assessments, including MAP,</li> <li>3. Classroom Walk-Throughs (data) and the monitoring of student data and teacher lesson plans.</li> </ol>
<b>Person Responsible</b>	Deniece Moss (mossjd@bay.k12.fl.us)

## Activity #2

**Title** Student Engagement

**Rationale** Of our 301 scholars enrolled at West Bay during the 2017-2018 school year, there were a total of 135 office referrals. 63 scholars generated office discipline referrals for a total of 135. Of the 61 scholars with office discipline referrals, 27 of those scholars had more than one referral. Of the 24 scholars, 15 of the scholars have withdrawn to another state, promoted to middle school, or have been staffed at a center school. Of the 135 discipline referrals, 56 of those referrals occurred in the classroom, interrupting classroom instruction.

**Intended Outcome** Based on scholar data in FOCUS, the number of scholars assigned office discipline referrals from the classroom will decrease by 40% or less than 34 office discipline referrals from the classroom location, which will help to increase the time spent on instruction. By increasing student engagement, the scholars will be engaged in the work and less likely to receive a discipline referral.

**Point Person** Michelle Armistead (armism@bay.k12.fl.us)

### Action Step

1. The PROMISE Para will work with scholars who have been identified as needing behavior support by utilizing check-in/check-out, ZOO-U, and scholar mentoring.

**Description** 2. Scholars will be tracked using the Universal Spreadsheet to track progress and to ensure instructional classroom time is kept sacred.

3. Implement the House System school-wide.

**Person Responsible** Kelly Dean (deanka@bay.k12.fl.us)

### Plan to Monitor Effectiveness

1. Monitor check-in/check-out data and ZOO-U data and adjust behavior interventions as needed. Parent conferences will be held as needed to discuss behavior and interventions.

**Description** 2. Data will be reviewed during A-Team meetings, MTSS Meetings, as well as in PLCs.

3. Discipline referrals will be monitored.

**Person Responsible** Kelly Dean (deanka@bay.k12.fl.us)

## Part IV: Title I Requirements

### Additional Title I Requirements

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

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

Increase participation in family activities by pairing parent involvement activities with academic nights hosted at the school. This will allow West Bay Elementary families to partner with parents to improve the academic, social, and emotional well being of each child.

In order to increase communication, we will train parents, as needed, using Parent Portal. We will also provide monthly electronic newsletters to parents, utilize Class DOJO/Remind, IRIS alerts, as well as student/teacher/parent compacts.

At West Bay we are implementing the House System. This will allow our scholars, teachers, and support staff the opportunity to collaborate with other grade levels and teachers. This will also help to increase student engagement and build positive relationships with parents, families, and other community stakeholders.

#### **PFEP Link**

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

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

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 contracted 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.

#### **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 or REMIND 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 or REMIND 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.

#### **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.**

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.

**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.

### Part V: Budget

<b>Total:</b>	<b>\$40,764.00</b>
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