

Bay District Schools

West Bay Elementary School



2019-20 Schoolwide Improvement Plan

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West Bay Elementary School

14813 SCHOOL DR, Panama City Beach, FL 32413

[no web address on file]

Demographics

Principal: Deniece Moss

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: A (64%) 2016-17: C (53%) 2015-16: C (45%) 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

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

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	A	C	C

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

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Every kid by name and need!

West Bay Elementary's staff, parents, and community are dedicated to provide an engaging supportive environment for all scholars by implementing ambitious instruction, collaborative teaching, effective leadership, and involved families to empower our scholars to be lifelong learners.

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

Provide the school's vision statement.

The vision for West Bay Elementary School is to prepare, motivate, and engage our scholars for a quickly changing world by instilling in each scholar critical thinking skills and a respect for core values of empathy, kindness, courage and harmony. Students will have success for today and be prepared for tomorrow.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Moss, Deniece	Principal	<p>The School Based Leadership Team is made up of teachers, support staff, and administration. We work together regularly to evaluate the process of the School Improvement Plan, analyze data to make adjustments, and allocate resources appropriately for maximum impact.</p> <p>Shared leadership and decision making is the cornerstone at West Bay Elementary. Team members look at data regularly and live by our motto; Every Child by Name and Need!</p>
Good, Michelle	Assistant Principal	
Dean, Kelly	School Counselor	
Banks, Latonia	Teacher, K-12	
Champagne, Ashley	Teacher, K-12	
Hagan, Shawnee	Paraprofessional	
Schmidt, Jane	Instructional Media	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	61	55	51	50	62	66	0	0	0	0	0	0	0	345
Attendance below 90 percent	14	16	13	16	15	14	0	0	0	0	0	0	0	88
One or more suspensions	1	6	3	3	11	2	0	0	0	0	0	0	0	26
Course failure in ELA or Math	0	4	0	1	0	0	0	0	0	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	0	5	10	0	0	0	0	0	0	0	15

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	5	2	2	5	5	0	0	0	0	0	0	0	19

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	4	6	1	0	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

20

Date this data was collected or last updated

Tuesday 8/20/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	66%	55%	57%	48%	49%	55%
ELA Learning Gains	58%	59%	58%	53%	54%	57%
ELA Lowest 25th Percentile	39%	57%	53%	50%	55%	52%
Math Achievement	69%	56%	63%	47%	52%	61%
Math Learning Gains	77%	54%	62%	61%	55%	61%
Math Lowest 25th Percentile	52%	42%	51%	61%	48%	51%
Science Achievement	60%	53%	53%	50%	44%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	61 (0)	55 (0)	51 (0)	50 (0)	62 (0)	66 (0)	345 (0)
Attendance below 90 percent	14 (18)	16 (14)	13 (17)	16 (13)	15 (17)	14 (9)	88 (88)
One or more suspensions	1 (2)	6 (6)	3 (5)	3 (2)	11 (3)	2 (8)	26 (26)
Course failure in ELA or Math	0 (0)	4 (3)	0 (0)	1 (2)	0 (0)	0 (0)	5 (5)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (10)	5 (8)	10 (8)	15 (26)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	73%	61%	12%	58%	15%
	2018	67%	57%	10%	57%	10%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	66%	58%	8%	58%	8%
	2018	65%	51%	14%	56%	9%
Same Grade Comparison		1%				
Cohort Comparison		-1%				
05	2019	58%	56%	2%	56%	2%
	2018	54%	50%	4%	55%	-1%
Same Grade Comparison		4%				
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	48%	62%	-14%	62%	-14%
	2018	60%	63%	-3%	62%	-2%
Same Grade Comparison		-12%				
Cohort Comparison						
04	2019	81%	59%	22%	64%	17%
	2018	78%	59%	19%	62%	16%
Same Grade Comparison		3%				
Cohort Comparison		21%				
05	2019	67%	54%	13%	60%	7%
	2018	64%	57%	7%	61%	3%
Same Grade Comparison		3%				
Cohort Comparison		-11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	54%	54%	0%	53%	1%
	2018	54%	54%	0%	55%	-1%
Same Grade Comparison		0%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	30	19		33	41						

2019 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 2017-18	C & C Accel 2017-18
ELL											
HSP	47	40		53	45						
WHT	69	60	50	72	82	65	69				
FRL	61	54	50	63	69	53	44				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	80
Total Points Earned for the Federal Index	501
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	80
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based on the data provided, West Bay Elementary showed the following:

1. Decrease in 3rd Grade Math proficiency (60% to 48%)
2. Decrease in ELA lowest quartile (53% to 39%)
3. Decrease in Math lowest quartile (65% to 52%)
4. Decrease in SWD ELA Learning Gains (43% to 19%)
5. Decrease in SWD Math Learning Gains (57% to 41%)

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the prior year is SWD ELA Learning Gains. We believe that the factors that contributed to this decline are:

1. Increase class size in the full time VE classroom after hurricane Michael in October.
2. Reverting back to paper based testing

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

West Bay Elementary was above the state average, when compared to the state average, in all school grade component areas except for:

1. ELA Lowest Quartile (53% to 39%)

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was:

1. ELA Achievement in 3rd grade (67% to 73%)

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

When reflecting on the EWS data, West Bay Elementary will be focusing on the following area of concern:

1. Total number of discipline referrals

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Lowest Quartile ELA
2. Students with Disabilities ELA/Math
3. Discipline

Part III: Planning for Improvement

Areas of Focus:

#1

Title	Lowest Quartile ELA
Rationale	Our scholars in the lowest quartile for ELA decreased from 53% to 39%.
State the measurable outcome the school plans to achieve	The goal at West Bay Elementary is to increase the percent proficient in the ELA lowest quartile from 39% to 60%.
Person responsible for monitoring outcome	Deniece Moss (mossjd@bay.k12.fl.us)
Evidence-based Strategy	EL Curriculum Mentoring of the lowest quartile
Rationale for Evidence-based Strategy	The EL Curriculum will be implemented across all grade levels with all scholars. Weekly mentoring of the lowest quartile of scholars will help the scholars to set goals and monitor the goals.
Action Step	
Description	1. EL Training for all teachers 2. Identify the lowest quartile for ELA 3. Monthly data chats to review scholar data 4. PD with Literacy Coach to review new curriculum 5. Fidelity CWT with EL Representative
Person Responsible	Deniece Moss (mossjd@bay.k12.fl.us)

#2	
Title	Students with Disabilities (ELA and Math)
Rationale	The ESSA Data for the SWD subgroup decreased to 31% from 43%.
State the measurable outcome the school plans to achieve	Increase the SDW ESSA Subgroup from 31% proficient to 50%.
Person responsible for monitoring outcome	Deniece Moss (mossjd@bay.k12.fl.us)
Evidence-based Strategy	Implementing the EL Curriculum with the SWD.
Rationale for Evidence-based Strategy	The students with disabilities will receive on grade level instruction using the EL Curriculum.
Action Step	
Description	<ol style="list-style-type: none"> 1. EL Training for all teachers 2. Identify the lowest quartile for ELA 3. Monthly data chats to review scholar data 4. PD with Literacy Coach to review new curriculum 5. Fidelity CWT with EL Representative
Person Responsible	Deniece Moss (mossjd@bay.k12.fl.us)
#3	
Title	Student Engagement
Rationale	In the 2018-2019 school year, 59 scholars generated 107 office discipline referrals. 26 of those scholars had more than one referral.
State the measurable outcome the school plans to achieve	Based on scholar data in FOCUS, the number of scholars assigned office discipline referrals from the classroom will decrease from 59 to less than 50 total students with office referrals.
Person responsible for monitoring outcome	Michelle Good (goodlm@bay.k12.fl.us)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. The PROMISE Para will work with scholars who have been identified as needing behavior support by utilizing check-in/check-out, ZOO-U, BDS360, and scholar mentoring. 2. Scholars will be tracked using the universal student spreadsheet to track progress and to ensure instructional classroom time is kept sacred. 3. Continue the implementation of the House System school wide.
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. The PROMISE Para will work with scholars who have been identified as needing behavior support by utilizing check-in/check-out, ZOO-U, BDS360, and scholar mentoring. 2. Scholars will be tracked using the universal student spreadsheet to track progress and to ensure instructional classroom time is kept sacred. 3. Continue the implementation of the House System school wide. 4. 5.
Person Responsible	Kelly Dean (deanka@bay.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

West Bay will continue to implement a school wide character education program to assist in decreasing the number of behavior referrals. Teachers will continue to utilize Peace First and the implementation of the House System (Courage, Harmony, Empathy, and Kindness). In addition to these two programs, teachers will utilize Merrill's Strong Kids Character Education Program as well as the character education lessons integrated in the EL Curriculum.

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 Schoolwide Improvement Plan 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.

See PFEP

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.

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

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 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.

West Bay teachers have adopted a house system focus.

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

See PFEP

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Lowest Quartile ELA	\$0.00
2	III.A.	Areas of Focus: Students with Disabilities (ELA and Math)	\$0.00
3	III.A.	Areas of Focus: Student Engagement	\$0.00
Total:			\$0.00