

Walton County School District

# Bay School



2020-21 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>9</b>
<b>Planning for Improvement</b>	<b>11</b>
<b>Positive Culture &amp; Environment</b>	<b>15</b>
<b>Budget to Support Goals</b>	<b>16</b>

## Bay School

118 GILMORE ST, Santa Rosa, FL 32459

[ no web address on file ]

### Demographics

**Principal: Pam Jones**

Start Date for this Principal: 7/1/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	No
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	34%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan was approved by the Walton County School Board on 9/22/2020.

## 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](http://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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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>9</b>
<b>Planning for Improvement</b>	<b>11</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>16</b>

## Bay School

118 GILMORE ST, Santa Rosa, FL 32459

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	%

### School Grades History

Year  
Grade

### School Board Approval

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### SIP Authority

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<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.

To provide high quality education in a safe, positive, and inclusive environment that builds a foundation for life-long learning.

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

Each child is unique and special. Our program will promote and maintain a safe environment that creates an opportunity for children to develop and grow socially, emotionally, and academically in a positive learning environment.

### School Leadership Team

#### Membership

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

Name	Title	Job Duties and Responsibilities
Jones, Pam	Principal	Mrs. Jones serves as Bay School's Principal and oversees the VPK program for WCSD. As Bay School's Instructional leader, she will support and hold accountable staff for the implementation of the School Improvement Plan.
Gray, Monica	Teacher, PreK	Safety Chair- Ms. Gray will chair Bay School's Safety Team for the 20-21 school year.
Motter, Heather	Teacher, PreK	Parental Involvement Chair- Mrs. Motter will chair our Parental Involvement Team for the 20-21 school year.
Thigpen, Sarah	Teacher, PreK	School Improvement Chair- Mrs. Thigpen will be the chair for Bay School's 20-21 School Improvement Team.
Simpson, Amy	Teacher, PreK	Professional Learning Facilitator
	SAC Member	

### Demographic Information

#### Principal start date

Monday 7/1/2019, Pam Jones

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Total number of teacher positions allocated to the school**

11

### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	No
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<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
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<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### 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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	0	0	0	0	0	0	0	0	0	0	0

**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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected or last updated**

Monday 6/8/2020

**Prior Year - As Reported**

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

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

**The number of students identified as retainees:**

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		



**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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	0	0	0	0	0	0	0	0	0	0	0

**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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	0%	66%	57%	0%	64%	55%
ELA Learning Gains	0%	65%	58%	0%	52%	57%
ELA Lowest 25th Percentile	0%	59%	53%	0%	41%	52%
Math Achievement	0%	64%	63%	0%	70%	61%
Math Learning Gains	0%	62%	62%	0%	55%	61%
Math Lowest 25th Percentile	0%	48%	51%	0%	41%	51%
Science Achievement	0%	64%	53%	0%	51%	51%

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

Indicator	Grade Level (prior year reported)	Total
	0 (0)	

**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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State 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
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
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

**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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	

## ESSA Federal Index

Percent Tested

## Subgroup Data

### 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.**

n/a

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

n/a

**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.**

n/a

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

n/a

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

n/a

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

1. Safety
2. ELA
3. Parental Involvement
4. PLC

## Part III: Planning for Improvement

**Areas of Focus:**

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** Based on the 2019-2020 January Bright Beginnings Assessment, 22% of Bay School's students were below expectations in the area of phonological awareness.

**Measurable Outcome:** By January 2021, 78% of students will score in the meeting and exceeding expectations in the area of phonological awareness based on the Bright Beginnings Assessment 2.

By end of May 2021, 80% of students will score in the meeting and exceeding expectations in the area of phonological awareness based on the Bright Beginnings Assessment 3.

**Person responsible for monitoring outcome:** Pam Jones (jonesp@walton.k12.fl.us)

**Evidence-based Strategy:** Teachers will incorporate phonological awareness instruction within daily small groups. (Heggerty's)

**Rationale for Evidence-based Strategy:** Heggerty's curriculum provides effective phonological awareness reading strategies.

**Action Steps to Implement**

1. Daily implementation of Heggerty's curriculum within a small group setting.
2. Implementation of new VPK curriculum- World of Wonders.
3. Develop appropriate data collection form utilizing new curriculum (phonological awareness assessment) and Bright Beginnings assessments.
4. Develop and implement small group "look-fors" to support successful small groups in the VPK setting.
5. Plan and implement Family Literacy Activities (Celebrate Literacy Week and Read Across America)

**Person Responsible** Pam Jones (jonesp@walton.k12.fl.us)

Plan and implement Family Involvement Literacy Activities (Celebrate Literacy Week, Read Across America).

**Person Responsible** Heather Motter (heather.motter@walton.k12.fl.us)

## #2. Culture & Environment specifically relating to Parent Involvement

**Area of Focus Description and Rationale:** Parent Involvement is instrumental with early learners to support the foundational skills needed for a successful educational career.

**Measurable Outcome:** Bay School teachers will conference with parents following each Bright Beginnings assessment. (September, February, and May).

**Person responsible for monitoring outcome:** Pam Jones (jonesp@walton.k12.fl.us)

**Evidence-based Strategy:** Bay School will provide parents opportunities to be involved either virtually or face to face throughout the 20-21 school year. These activities may include but not limited to virtual Open House, PTA Meetings, and School Improvement/School Advisory meetings.

**Rationale for Evidence-based Strategy:** Parental support for our school contributes to a positive learning environment.

### Action Steps to Implement

1. Recruit new SAC members.
2. Schedule SAC meetings.
3. Teachers will conference with parent/guardian/caregiver following each Bright Beginnings Assessment to review student data and address concerns.
4. Provide translated materials to families.
5. Maintain Class DOJO, Remind notifications.
6. Progress notes for ESE students will be distributed the last day of each 9 weeks.
7. Teachers will send home weekly classroom newsletters to parents.
8. Assist Literacy Team with planning Family Involvement Activities.

**Person Responsible:** Amy Simpson (simpsona@walton.k12.fl.us)

**#3. Instructional Practice specifically relating to Professional Learning Communities**

<b>Area of Focus Description and Rationale:</b>	The use of professional learning communities is a requirement of the AdvancEd Accreditation System. Best practices promotes the use of PLCs for the most effective method of professional learning.
<b>Measurable Outcome:</b>	100% of Bay School teachers will participate in a PLC focusing on phonological awareness throughout the 20-21 school year.
<b>Person responsible for monitoring outcome:</b>	Pam Jones (jonesp@walton.k12.fl.us)
<b>Evidence-based Strategy:</b>	<ol style="list-style-type: none"> <li>1. Schedule monthly PLC meetings. (Virtually/face to face)</li> <li>2. Assign mentors for new teachers to VPK program.</li> <li>3. Implement new VPK curriculum and explore curriculum assessment pieces.</li> </ol>
<b>Rationale for Evidence-based Strategy:</b>	Educational best practices identify the use of small learning communities as on the the most effective methods of promoting professional learning.

**Action Steps to Implement**

1. Schedule monthly PLC meetings. (Virtually/face to face)
2. Assign mentors for new teachers to VPK program.
3. Schedule classroom visits for teachers to observe effective small groups.
4. implement new VPK curriculum and explore new assessments.
5. Schedule Data Chats following each Bright Beginnings Assessment.

**Person Responsible** Pam Jones (jonesp@walton.k12.fl.us)

**#4. Culture & Environment specifically relating to School Safety****Area of Focus** Safety-**Description and Rationale:** Due to the number of new staff members and new VPK students, it is to continue to address school wide safety protocols.**Measurable Outcome:** 100% of Bay Staff will participate in ALICE training and other school safety protocols.**Person responsible for monitoring outcome:** Monica Gray (monica.gray@walton.k12.fl.us)**Evidence-based Strategy:** ALICE is an active-shooter defense training system that is specifically designed to help schools align with national best practices, as recommended by the US Department of Homeland Security, US Dept. of Education, FEMA, and the US Department of Justice.**Rationale for Evidence-based Strategy:** Due to the number of new staff members and new VPK students, it is to continue to address school wide safety protocols.**Action Steps to Implement**

1. Schedule monthly Safety/Threat Meetings to address concerns.
2. Investigate and purchase tent signs to display messages for parents (tardy).
3. Implement Sanford Harmony for VPK to support student social emotional needs.
4. Continue red emergency folders with updated 20-21 information.
5. Follow most current CDC and District Guidelines regarding COVID response plans.
6. Investigate purchase of sensory walk/materials to be installed on premises.
7. Provide Non-violent Crisis Prevention Training for necessary staff.
8. Schedule ALICE training for staff.
9. Follow district Safety Director's guidelines regarding safety drills and COVID 19 guidelines.
10. Purchase needed safety materials. (radio supplies, posters, etc. ).

**Person Responsible** Monica Gray (monica.gray@walton.k12.fl.us)**Additional Schoolwide Improvement Priorities**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

n/a

**Part IV: Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Each child is unique and special. Our program will promote and maintain a safe environment that creates an opportunity for children to develop and grow socially, emotionally, and academically in a positive learning environment.

### Parent Family and Engagement Plan (PFEP) Link

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

## Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$1,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0292 - Bay School	School Improvement Funds		\$800.00
			<i>Notes: Supplies for Phonological Awareness Activities (Cardstock, Laminating Film, Ink Cartridges)</i>			
			0292 - Bay School	Other Federal		\$300.00
			<i>Notes: Substitutes for PD</i>			
2	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$400.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0292 - Bay School	School Improvement Funds		\$400.00
			<i>Notes: Supplies for Parent Activities</i>			
3	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities				\$900.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0292 - Bay School	Other Federal		\$900.00
			<i>Notes: Binders for PLCs Substitutes for Staff Training Supplies for PLC</i>			
4	III.A.	Areas of Focus: Culture & Environment: School Safety				\$500.00



Walton - 0292 - Bay School - 2020-21 SIP

	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0292 - Bay School	School Improvement Funds		\$500.00
			<i>Notes: Red Folders-\$100 Supplies for Raptor System- \$100 Safety Signage-(Tardies, etc)-\$300</i>			
			0292 - Bay School	Other Federal		\$0.00
			<i>Notes: Substitutes for staff pd- SIT chair, safety- \$500</i>			
					<b>Total:</b>	<b>\$2,900.00</b>