West Bay Elementary School

2020-21 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: 7/4/2017

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
2019-20 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%)
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 was approved by the Bay County School Board on 10/13/2020.

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.

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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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)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	84%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	21%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	A	C

School Board Approval

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SIP Authority

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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. 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.

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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Moss, Deniece	Principal	As principal, it is vital that we know every child by name and need and monitor the implementation and progress of academic, behavior, and emotional learning goals for all students. As administrators, it is our responsibility to guide conversations about data and curriculum content, engage all stakeholders, and provide shared leadership opportunities.
Good, Michelle	Assistant Principal	As assistant administrator, it is vital we know every child by name and need and monitor the implementation and progress of academic, behavior,and emotional learning goals for all students.As administrators, it is our responsibility to guide conversations about data and curriculum content, engage all stakeholders, and provide shared leadership opportunities.
Dean, Kelly	School Counselor	As a guidance counselor representative on SBLT, it is vital we know each child by name and need and monitor the implementation and progress of academic, behavior, and emotional learning goals for all students. As teachers, it is our responsibility to participate in conversations about data and curriculum content, engage all stakeholders, and participate in shared leadership opportunities.
Banks, Latonia	Teacher, K-12	As a teacher representative on SBLT, it is vital we know each child by name and need and monitor the implementation and progress of academic, behavior, and emotional learning goals for all students. As teachers, it is our responsibility to participate in conversations about data and curriculum content, engage all stakeholders, and participate in shared leadership opportunities.
Champagne, Ashley	Teacher, K-12	As a teacher representative on SBLT, it is vital we know each child by name and need and monitor the implementation and progress of academic, behavior, and emotional learning goals for all students. As teachers, it is our responsibility to participate in conversations about data and curriculum content, engage all stakeholders, and participate in shared leadership opportunities.
Hagan, Shawnee	Paraprofessional	As a support staff representative, it is vital we know each child by name and need and monitor the implementation and progress of academic, behavior, and emotional learning goals for all students. As teachers, it is our responsibility to participate in conversations about data and curriculum content, engage all stakeholders, and participate in shared leadership opportunities.
Schmidt, Jane	Instructional Media	As a special area teacher and 3-5 interventionist representative on SBLT, it is vital we know each child by name and need and monitor the implementation and progress of academic, behavior, and emotional learning goals for all students. As teachers, it is our

Name	Title	Job Duties and Responsibilities
		responsibility to participate in conversations about data and curriculum content, engage all stakeholders, and participate in shared leadership opportunities.
Stark, Donna	Teacher, K-12	As a teacher representative on SBLT, it is vital we know each child by name and need and monitor the implementation and progress of academic, behavior, and emotional learning goals for all students. As teachers, it is our responsibility to participate in conversations about data and curriculum content, engage all stakeholders, and participate in shared leadership opportunities.
Watford, Kayla	SAC Member	

Demographic Information

Principal start date

Tuesday 7/4/2017, Deniece Moss

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.*

2

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.*

2

Total number of teacher positions allocated to the school

18

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities* English Language Learners

(subgroups below the federal threshold are identified with an asterisk)	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%)
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](#).	

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	53	49	55	43	47	59	0	0	0	0	0	0	0	306
Attendance below 90 percent	10	12	11	13	12	21	0	0	0	0	0	0	0	79
One or more suspensions	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	
Course failure in Math	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	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	4	0	0	0	0	0	0	0	4

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

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

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	0	0	0	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 9/4/2020

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	
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	

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	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	

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	
	(0)	(0)	(0)	(0)	(0)	(0)	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
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%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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						
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%	1
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%	0
Native American Students	
Federal Index - Native American Students	

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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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.

Data unchanged from September 2019 as 2019 FSA was not taken. NWEA MAP data will be taken into consideration along with cohort data for current 5th-grade students comparing their academic performance to their 2018 FSA and current MAP. There are several contributing factors such as Hurricane Michael, enrollment decrease resulting in staff changes, and the emotional state of the students and staff. The mobility rate of students is an ongoing concern. We will be monitoring our FTE Survey 2 in October and FTE Survey 4 in February to correctly identify our students included in the denominator for school grade calculations.

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.

Data unchanged from September 2019 as 2019 FSA was not taken. NWEA MAP data will be taken into consideration along with cohort data for current 5th-grade students comparing their academic performance to their 2018 FSA and current MAP. There are several contributing factors such as Hurricane Michael, enrollment decrease resulting in staff changes, and the emotional state of the students and staff. The mobility rate of students is an ongoing concern. We will be monitoring our FTE Survey 2 in October and FTE Survey 4 in February to correctly identify our students included in the denominator for school grade calculations.

The data component that showed the greatest decline from the prior year is SWD ELA Learning Gains. We believe that the factors what 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.

There are several contributing factors such as Hurricane Michael, enrollment decrease resulting in staff changes, and the emotional state of the students and staff. The mobility rate of students is an ongoing concern. We will be monitoring our FTE Survey 2 in October and FTE Survey 4 in February to correctly identify our students included in the denominator for school grade calculations.

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?

Data unchanged from September 2019 as 2019 FSA was not taken. NWEA MAP data will be taken into consideration along with cohort data for current 5th-grade students comparing their academic performance to their 2018 FSA and current MAP.

We attribute this to our focus on knowing each student by name and need and having a strong team of individuals to implement interventions and monitor the data regularly. Our team did a great job of identifying those students and providing . The mobility rate of students is an ongoing concern. We will be monitoring our FTE Survey 2 in October and FTE Survey 4 in February to correctly identify our students included in the denominator for school grade calculations. We did not have any students who scored below a level 2 who was included in our school grade calculation.

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?

When reflecting on the EWS data, West Bay Elementary will be focusing on the following area of concern:
1. Total number of discipline referrals (although we had the lowest total number of ODRs in the district) we feel that we can always improve.

We believe in restorative practice at West Bay Elementary. If students are not in the classroom learning because of their behavior is interfering with their learning opportunities, we have failed thm.

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

1. Lowest Quartile ELA (identify them and provide them with the resources they need to be successful)
2. Students with Disabilities ELA/Math (focus on acceleration for all students, especially SWD)
3. Discipline (utilize the Triad and continue restorative practive)

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	Our scholars in the lowest quartile for ELA decreased from 53% to 39% in proficiency.
Measurable Outcome:	The goal at West Bay Elementary is to increase the percent proficient in the ELA lowest quartile from 39% to 60%. The goal at West Bay Elementary is to increase the percent proficient in math in 5th grade to 70%.
Person responsible for monitoring outcome:	Deniece Moss (mossjd@bay.k12.fl.us)
Evidence-based Strategy:	Standards Based ELA and Math curriculum and resources including utilizing the district pacing guide and resources provided by the district.
Rationale for Evidence-based Strategy:	Weekly mentoring of the lowest quartile of scholars will help the scholars to set goals and monitor the goals, especially those in 5th grade who need to make the gains needed from 3rd to 5th grade based on the learning gains scale.

Action Steps to Implement

1. Identify the scholars in the lowest quartile in 5th grade
2. Monthly data chats to review scholar data
3. Monthly FSA style progress monitoring
4. Acceleration Meetings
5. Provide acceleration for scholars in lowest quartile

Person Responsible	Michelle Good (goodlm@bay.k12.fl.us)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Students with Disabilities (ELA and Math) Rationale The ESSA Data for the SWD subgroup decreased to 31% from 43% proficiency.
Measurable Outcome:	The goal at West Bay is to 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 standards based ELA curriculum.
Rationale for Evidence-based Strategy:	The students with disabilities will receive on grade level instruction using the resources provided by the district and instruction provided by a teacher certified to teach students with disabilities.

Action Steps to Implement

1. ELA support for teachers through acceleration
2. Identify the lowest quartile for ELA
3. Monthly data chats to review scholar data
4. Acceleration meetings

Person Responsible	Deniece Moss (mossjd@bay.k12.fl.us)

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	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 morning meetings, meditation, and the implementation of the House System (Courage, Harmony, Empathy, and Kindness). In addition to these two programs, teachers will utilize the district Student Wellness Team as well as the character education lessons provided by the district and implemented school wide and in small groups.
Measurable Outcome:	West Bay will continue to have minimal ODRs for the 2020-2021 school year. The goal is to have less than 50 total office discipline referrals.
Person responsible for monitoring outcome:	Michelle Good (goodlm@bay.k12.fl.us)
Evidence-based Strategy:	Behavior Interventionist and Triad to monitor and assist with behavior interventions Implementation of the HOUSE System and celebrations Support of coaching when needed
Rationale for Evidence-based Strategy:	Triad Team HOUSE System Acceleration Meetings

Action Steps to Implement

1. Implementation and support of West Bay's Mental Health Triad team. These 2 individuals will be providing support for behavior and student mental health daily. Use of Masters and Licensed level personnel to support students within the classroom setting and small group where appropriate. Use of Promise Room and Calm Down space are additional layers of support.
2. House System and celebrations
3. Integration of Calm Down Corners if possible based on CDC guidelines in every classroom
4. Monthly meeting of Threat Assessment Team and MTSS Leadership to discuss students with behavioral concerns.

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

Additional Schoolwide Improvement Priorities

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

The school administration and leadership team will continuously look at data and meet the needs when called for by providing resources and support to teachers and scholars.

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.

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 morning meetings, meditation, and the implementation of the House System (Courage, Harmony, Empathy, and Kindness).
In addition to these two programs, teachers will utilize the district Student Wellness Team Triad as well as the character education lessons provided by the district and implemented school wide and in small groups.

West Bay looks for opportunities to include various stakeholders on campus and in our community to help us meet the needs of each student while continuing the positive culture that our school is known for. We will continue to provide regular and meaningful communication to our parents and community members. We will host a SAC meetings throughout the school year at least four times.

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: Standards-aligned Instruction	$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	$0.00
		Total:	$0.00