

Bay District Schools

West Bay Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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West Bay Elementary School

14813 SCHOOL DR, Panama City Beach, FL 32413

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

| SIP Sections | Title I Schoolwide Program | Charter Schools |
|--|---|------------------------|
| I-A: School Mission/Vision | | 6A-1.099827(4)(a)(1) |
| I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring | ESSA 1114(b)(2-3) | |
| I-E: Early Warning System | ESSA 1114(b)(7)(A)(iii)(III) | 6A-1.099827(4)(a)(2) |
| II-A-C: Data Review | | 6A-1.099827(4)(a)(2) |
| II-F: Progress Monitoring | ESSA 1114(b)(3) | |
| III-A: Data Analysis/Reflection | ESSA 1114(b)(6) | 6A-1.099827(4)(a)(4) |
| III-B: Area(s) of Focus | ESSA 1114(b)(7)(A)(i-iii) | |
| III-C: Other SI Priorities | | 6A-1.099827(4)(a)(5-9) |
| VI: Title I Requirements | ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g) | |

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

| Name | Position Title | Job Duties and Responsibilities |
|-------------------|---------------------------|--|
| Moss, Deniece | Principal | Principal- oversee day-to-day operations of the school, serve as an instructional leader, manage school logistics and budgets, monitor student growth and performance, adjust supports and services based on student needs, monitor teacher performance and provide guidance and support, ensure that the campus is safe and secure, build productive relationships with families, community members and other stakeholders. |
| Miller, Bridgett | Assistant Principal | Assistant Principal-Assists the principal in the overall administration of the school and assumes leadership of the school in the absence of the principal, serves as an Instructional Leader; facilitates the work of PLCs, leads data driven discussions and planning, relates to students with mutual respect while carrying out a positive and effective discipline policy. |
| Dean, Kelly | School Counselor | Consults, facilitates, and maintains communication with parents, teachers, administrators, and pertinent agents on specific student and parent academic and educational matters including academic modifications and/or accommodations, provides counseling to address social and emotional concerns and appropriately refers students to behavioral health specialists, communicates, coordinates, and collaborates with school staff in developing and implementing student supports |
| Schmidt, Jane | Instructional Media | provide accessible tools for students and staff to direct, enhance, and support the learning process, collaborating with staff, teaching skills to students and staff, and maintaining the holdings of the Media Center. |
| Barfield, Janet | Parent Engagement Liaison | works to bridge the gap between home and school by helping parents get the information and support they need to ensure their child's academic and social success. |
| Jimenez, Jennifer | Instructional Coach | Plan, prepare and deliver instructional activities to address state standards, Create positive educational climate, monitor student progress through formative and summative assessments, adjust instruction based on student need, collaborate with colleagues to plan instruction and interventions based on student data |
| Stark, Donna | Teacher, K-12 | Plan, prepare and deliver instructional activities to address state standards, Create positive educational climate, monitor student progress through formative and summative assessments, adjust instruction based on student need, collaborate with colleagues to plan instruction and interventions based on student data |
| Stephens, Amanda | Teacher, ESE | responsible for planning, developing, delivering and evaluating appropriate individualized educational services, identify the needs of assigned students through formal and informal assessments, review student performance data |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--|
| | | and assessment data to develop appropriate goals and objectives for each student, collaborate with general education teachers to ensure all students receive standards based instruction |

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

- Summer Leadership meetings
- Climate survey (parents, staff, scholars)
- Memory makers
- Leadership Bay (business partnerships - community)
- Title I Parent Surveys
- EFIT Team (Parents)

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

- Monthly Data Chats
- Progress Monitoring
- SAC Meetings
- Title I Events

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

| | |
|---|---------------------------|
| 2023-24 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 |
| 2022-23 Title I School Status | Yes |
| 2022-23 Minority Rate | 26% |
| 2022-23 Economically Disadvantaged (FRL) Rate | 85% |
| Charter School | No |
| RAISE School | No |
| ESSA Identification *updated as of 3/11/2024 | N/A |
| Eligible for Unified School Improvement Grant (UniSIG) | No |

| | |
|--|---|
| 2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD) English Language Learners (ELL) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL) |
| School Grades History *2022-23 school grades will serve as an informational baseline. | 2021-22: B 2019-20: B 2018-19: B 2017-18: A |
| School Improvement Rating History | |
| DJJ Accountability Rating History | |

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

| Indicator | Grade Level | | | | | | | | | | Total |
|---|-------------|----|----|----|----|----|---|---|---|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| Absent 10% or more days | 5 | 29 | 21 | 18 | 21 | 23 | 0 | 0 | 0 | 117 | |
| One or more suspensions | 0 | 4 | 4 | 3 | 7 | 10 | 0 | 0 | 0 | 28 | |
| Course failure in English Language Arts (ELA) | 0 | 1 | 1 | 3 | 1 | 1 | 0 | 0 | 0 | 7 | |
| Course failure in Math | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 3 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 3 | 4 | 0 | 0 | 0 | 7 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 1 | 8 | 0 | 0 | 0 | 9 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|----|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 4 | 2 | 4 | 5 | 10 | 0 | 0 | 0 | 25 |

Using the table above, complete the table below with the number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 1 | 2 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 7 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Prior Year (2022-23) As Initially Reported (pre-populated)

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

| Indicator | Grade Level | | | | | | | | | | Total |
|---|-------------|----|----|----|----|----|---|---|---|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| Absent 10% or more days | 14 | 17 | 17 | 20 | 20 | 16 | 0 | 0 | 0 | 104 | |
| One or more suspensions | 1 | 1 | 0 | 5 | 6 | 4 | 0 | 0 | 0 | 17 | |
| Course failure in ELA | 0 | 1 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 4 | |
| Course failure in Math | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 2 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 2 | 5 | 12 | 0 | 0 | 0 | 19 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 1 | 11 | 12 | 0 | 0 | 0 | 24 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |

The number of students by current grade level that had two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|----|----|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 1 | 2 | 0 | 7 | 10 | 12 | 0 | 0 | 0 | 32 |

The number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 6 | 1 | 4 | 2 | 1 | 0 | 0 | 0 | 0 | 14 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

| Indicator | Grade Level | | | | | | | | | | Total |
|---|-------------|----|----|----|----|----|---|---|---|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| Absent 10% or more days | 14 | 17 | 17 | 20 | 20 | 16 | 0 | 0 | 0 | 104 | |
| One or more suspensions | 1 | 1 | 0 | 5 | 6 | 4 | 0 | 0 | 0 | 17 | |
| Course failure in ELA | 0 | 1 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 4 | |
| Course failure in Math | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 2 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 2 | 5 | 12 | 0 | 0 | 0 | 19 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 1 | 11 | 12 | 0 | 0 | 0 | 24 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |

The number of students by current grade level that had two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|----|----|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 1 | 2 | 0 | 7 | 10 | 12 | 0 | 0 | 0 | 32 |

The number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 6 | 1 | 4 | 2 | 1 | 0 | 0 | 0 | 0 | 14 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---------------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement* | 54 | 47 | 53 | 55 | 51 | 56 | 51 | | |
| ELA Learning Gains | | | | 66 | | | 51 | | |
| ELA Lowest 25th Percentile | | | | 56 | | | 40 | | |
| Math Achievement* | 49 | 50 | 59 | 57 | 48 | 50 | 61 | | |
| Math Learning Gains | | | | 76 | | | 75 | | |
| Math Lowest 25th Percentile | | | | 53 | | | 50 | | |
| Science Achievement* | 55 | 48 | 54 | 43 | 50 | 59 | 67 | | |
| Social Studies Achievement* | | | | | 54 | 64 | | | |
| Middle School Acceleration | | | | | 42 | 52 | | | |
| Graduation Rate | | | | | 45 | 50 | | | |
| College and Career Acceleration | | | | | | 80 | | | |
| ELP Progress | 71 | 56 | 59 | 50 | | | 64 | | |

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

| 2021-22 ESSA Federal Index | |
|--|-----|
| ESSA Category (CSI, TSI or ATSI) | N/A |
| OVERALL Federal Index – All Students | 58 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the Federal Index | 289 |
| Total Components for the Federal Index | 5 |
| Percent Tested | 99 |
| Graduation Rate | |

| 2021-22 ESSA Federal Index | |
|--|-----|
| ESSA Category (CSI, TSI or ATSI) | N/A |
| OVERALL Federal Index – All Students | 57 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 0 |
| Total Points Earned for the Federal Index | 456 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 96 |
| Graduation Rate | |

ESSA Subgroup Data Review (pre-populated)

| 2022-23 ESSA SUBGROUP DATA SUMMARY | | | | |
|------------------------------------|---------------------------------|--------------------|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 33 | Yes | 1 | |
| ELL | 44 | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | | | | |
| HSP | 52 | | | |
| MUL | | | | |
| PAC | | | | |

| 2022-23 ESSA SUBGROUP DATA SUMMARY | | | | |
|------------------------------------|---------------------------------|--------------------|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| WHT | 60 | | | |
| FRL | 55 | | | |

| 2021-22 ESSA SUBGROUP DATA SUMMARY | | | | |
|------------------------------------|---------------------------------|--------------------|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 43 | | | |
| ELL | 50 | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | | | | |
| HSP | 51 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | 55 | | | |
| FRL | 55 | | | |

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

| 2022-23 ACCOUNTABILITY 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 2021-22 | C & C Accel 2021-22 | ELP Progress |
| All Students | 54 | | | 49 | | | 55 | | | | | 71 |
| SWD | 29 | | | 24 | | | | | | | 3 | |
| ELL | 33 | | | 27 | | | | | | | 3 | 71 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | | | | | | | | | | | | |
| HSP | 40 | | | 43 | | | | | | | 3 | 73 |

| 2022-23 ACCOUNTABILITY 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 2021-22 | C & C Accel 2021-22 | ELP Progress |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 58 | | | 51 | | | 63 | | | | 4 | |
| FRL | 56 | | | 42 | | | 57 | | | | 4 | |

| 2021-22 ACCOUNTABILITY 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 2020-21 | C & C Accel 2020-21 | ELP Progress |
| All Students | 55 | 66 | 56 | 57 | 76 | 53 | 43 | | | | | 50 |
| SWD | 31 | 44 | | 24 | 63 | 55 | | | | | | |
| ELL | 36 | | | 35 | 77 | | | | | | | 50 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | | | | | | | | | | | | |
| HSP | 32 | 67 | | 33 | 73 | | | | | | | 50 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 60 | 66 | 40 | 61 | 75 | 30 | 52 | | | | | |
| FRL | 54 | 65 | 45 | 53 | 76 | 45 | 45 | | | | | |

| 2020-21 ACCOUNTABILITY 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 2019-20 | C & C Accel 2019-20 | ELP Progress |
| All Students | 51 | 51 | 40 | 61 | 75 | 50 | 67 | | | | | 64 |
| SWD | 36 | | | 25 | | | | | | | | |
| ELL | 27 | | | 58 | | | | | | | | 64 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | | | | | | | | | | | | |
| HSP | 37 | | | 58 | | | | | | | | 70 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 54 | 53 | | 61 | 71 | | 69 | | | | | |

| 2020-21 ACCOUNTABILITY 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 2019-20 | C & C Accel 2019-20 | ELP Progress |
| FRL | 45 | 50 | | 53 | 76 | | 61 | | | | | |

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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 |
| 05 | 2023 - Spring | 51% | 52% | -1% | 54% | -3% |
| 04 | 2023 - Spring | 61% | 55% | 6% | 58% | 3% |
| 03 | 2023 - Spring | 55% | 47% | 8% | 50% | 5% |

| MATH | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2023 - Spring | 46% | 54% | -8% | 59% | -13% |
| 04 | 2023 - Spring | 55% | 59% | -4% | 61% | -6% |
| 05 | 2023 - Spring | 49% | 53% | -4% | 55% | -6% |

| SCIENCE | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 53% | 49% | 4% | 51% | 2% |

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

The component that showed the lowest performance was 3rd grade with a proficiency rate of 46% for the 22-23 school year in both areas. (*13% behind the state average)

The contributing factors to this low performance include the curriculum being used at the time did not match the new BEST Standards being assessed.

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

Math showed the greatest decline. Factors that could have attributed to the decline was the curriculum being used to teach the new BEST Standards.

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.

When compared to the state average, the greatest gap was in the area of 3rd Grade Math. 46% of our scholars were proficient compared to the state at 59%.

3rd Grade Math

WBES 46%

STATE 59%

4th Grade Math

WBES 55%

STATE 61%

5th Grade Math

WBES 48%

STATE 55%

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

The component that showed the most improvement was in the area of reading. The success was due to the departmentalization of subject areas, veteran teachers and consistent data analysis during data chats.

3rd Grade Reading

WBES 54%

STATE 50%

4th Grade Reading

WBES 61%

STATE 57%

5th Grade Reading

WBES 52%

STATE 55%

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One area of concern is the upcoming second grade scholars and their absences.

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

1. 3rd Grade Math

2. 4th Grade Math

3. 5th Grade Math

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

West Bay Elementary will implement a school-wide House System to build character, personal responsibility, mentorship, and critical thinking skills. The implementation will assist in decreasing the number of behavior referrals. Teachers will utilize morning meetings and the House System Kindness, Harmony, Empathy, and Courage to teach the Resiliency Education Standards.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

West Bay will decrease the number of office discipline referrals by 10% for the 2023-2024 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

FOCUS Report
Monthly Data Chats
Monthly TRIAD team meeting
CARES Team Meeting

Person responsible for monitoring outcome:

Bridgett Miller (millebd@bay.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. West Bay Resiliency Education Program paired with Second Step (school-wide character development curriculum.)
2. Positive behavior will be celebrated monthly within House Meeting pep rallies
3. Scholars will earn positive behavior points
4. Faculty will implement our State provided Resiliency Education Curriculum during morning meetings, ITV, and school assemblies
5. Implementation of the House System and celebrations
6. Support of Academic Coach when needed
7. Behavior Interventionist and Triad to monitor and assist with behavior interventions in order to keep scholars in the classroom to regain instructional time
8. Increase parent involvement by hosting multiple family nights that incorporate an academic focus and a positive school culture.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Through the implementation of these strategies for the 23-24 school year, West Bay Elementary will decrease the number of discipline referrals. This will allow our scholars to increase their instructional time and increase the positive classroom environments. In return, increasing the academic success of all scholars.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Pull monthly FOCUS Report that include category of referrals and discuss during CARES Team meetings.

Person Responsible: Bridgett Miller (millebd@bay.k12.fl.us)

By When: Monthly throughout the school year.

Monthly data chats that include all instructional staff members, triad, administration and school psychologist to discuss behavior concerns and track behavior plans.

Person Responsible: Bridgett Miller (millebd@bay.k12.fl.us)

By When: Monthly during scheduled data chats.

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Reading proficiency in grades 3rd, 4th, and 5th will increase to 75% proficient (on grade level) by the the end of the year.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Reading proficiency in grades 3rd, 4th, and 5th will increase to 75% proficient (on grade level) by the the end of the year. Although our BOLD Goal is for ALL scholars to be proficient in reading and math by the end of the school year.

Once cut scores for learning gains are provided, our goal is for all scholars to show one year or more of learning gains.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored by the following steps:

Student Data Chats

Progress Monitoring using FAST and iReady

Student Grades

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

HMH Curriculum

iReady

Imagine Learning

Instructional Academic Coach to support and coach teachers

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We have three new teachers in 3rd, 4th and 5th grade who need support with the HMH Reading curriculum. In order to recruit and retain our teachers, an instructional coach is extremely valuable to our mission.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Tracking 3rd, 4th and 5th grade students identified by iReady Curriculum and Associates team.

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

By When: After PM3 Assessment.

Teachers and Administration will attend iReady PD to increase knowledge of iReady data reports and Magnetic Resources. Student data will be monitored and tracked weekly to include Lesson Time-On-Task, Average Percentage of Lessons Passed and Lesson Alerts to ensure students are moving towards grade level proficiency,

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

By When: Trainings 10/10, 10/24, 2/1

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

<https://westbay.bay.k12.fl.us/>

School Improvement Plans are made publicly available via the Florida Department of Education, CIMS website: <https://www.floridacims.org/plans>. This link is available for parents and the community on the school's webpage (insert school's webpage). The yearly BDS Title I Newsletter will provide the CIMS link to the SIP/SWP, which contains the UniSIG budget. The newsletter is translated into the language parents can understand and distributed to parents via PeachJar. Paper copies of the plan are provided upon request. Insert additional methods (monthly school newsletters, etc) your school informs parents about the location of the SIP and/or updates to the plan and how it is disseminated (Paper copy sent home, Facebook, Dojo, PeachJar, Everbridge, and/or Parent Portal) The SIP/SWP will be discussed at the Title I Annual Meeting and during SAC meetings. The SAC will progress monitor the implementation of the plan.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

<https://westbay.bay.k12.fl.us/>

With the input of parents, a Parent and Family Engagement Plan (PFEP) has been developed for the 23-24 school year and a summary of the PFEP is disseminated electronically to parents at the beginning of the year. The PFEP outlines the meetings, workshops, and communications planned to engage parents, build parents' capacity in order to be fully involved in their child's education, meet their child's needs, and increase academic achievement; which will fulfill the school's mission. It also outlines the training for teachers, administrators, and other staff to promote positive relationships with parents. The PFEP is available on the school's website at (enter webpage here) Parents are able to monitor their child's progress 24/7 using the Parent Portal. The following Title I expenditures will support the implementation of the PFEP: (delete the ones your school did not fund)

a parent liaison;
parent communications;
materials for parents to work with their children at home;
parent workshops (refreshments and supplies);
substitutes for teachers to conduct parent/teacher conferences during the school day for parents who work at night.

WEST BAY

1 Parent Liaison

Substitutes for parent/teacher conferences

Supplies for parent engagement

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

At West Bay Elementary, we utilize rigorous instruction and productive PLCs to guide our faculty to help our students reach their achievement goals. Our job is to maintain instructional momentum and as such we use Title 1 funds for 4 classroom paraprofessionals, and Instructional supplies to enhance and engage instruction. These resources allow us to focus on teaching quality curriculum and enhancing the quality of instruction by not only maintaining instructional momentum but providing hands-on instruction and creating core memories for our scholars.

4 Classroom paraprofessionals

1 media center para

1 Copier rental

Instructional supplies

Educational field trips

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Title III, ESSER, Immigrant, and local funds are coordinated to provide office staff in the bilingual center who assist families new to the community with school registration; ESOL Resource Teachers who support teachers of ELL students; bilingual paraprofessionals who assist students in the classrooms; curriculum resources; supplies; and parent involvement resources for students to be successful.

Title II and local funds provide ongoing professional development for teachers and administrators to support the implementation of best practices for continuous improvement, ensure that instructional practices and strategies align with the rigorous state standards, and promote accelerated learning and differentiated instruction to meet students' individual needs. Funds provide opportunities for teachers to add endorsements for Autism, Reading, ESOL, and Gifted as well as obtaining certification for critical shortage areas. New teachers are provided sustained support from staff training specialists and content area instructional specialists to facilitate their development.

The State's mental health allocation is coordinated with ESSER/ARP funds to provide the school with a mental health team to provide equitable access to behavioral support services within the school, addressing barriers to academic and social success, while enhancing students' emotional development, well-being and safety through the multi-tiered systems of support within the school.

Title IX, Part A funds provide social workers, student support care managers, and intervention teachers

to work with students who have been identified as homeless to remove barriers that prevent regular attendance, full participation, and academic success.

Title I, Part D funds provide a transition specialist to coordinate with schools to ensure that students and their educational records successfully transition to and from the juvenile detention system.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Students at West Bay Elementary are provided wrap-around services to improve students' skills outside the academic subject areas. The guidance department works alongside a school based team of mental health professionals, as well as outside mental health providers to ensure students' needs are met. The focus is to provide equitable access to behavioral support services within each school, addressing barriers to academic and social success, while enhancing students' emotional development, well-being and safety through the multi-tiered systems of support within the school. Title I funds provide West Bay Elementary to support these efforts.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

PLC and MTSS data chat processes are implemented and overseen by the principal or principal designee. PLCs collect and utilize data to determine and plan for supporting the needs of students in core and intervention. School-wide Character Education and behavioral expectations, campus rules, individual classroom rules/procedures, and individual classroom behavior management procedures and processes are taught and progress monitored.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Ongoing professional development is provided for teachers and administrators to support the implementation of best practices for continuous improvement, ensure that instructional practices and strategies align with the rigorous state standards, and promote accelerated learning and differentiated instruction to meet students' individual needs. Funds provide opportunities for teachers to add endorsements for Autism, Reading, ESOL, and Gifted as well as obtaining certification for critical shortage areas. New teachers are provided sustained support from staff training specialists and content area instructional specialists to facilitate their development.

Title I funds support professional development by:

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Stipends for planning

Ron Clark training
Books for book study

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

In the spring, the school will conduct a Pre-K to Kindergarten Workshop for parents of preschool children. Invitations will be given to childcare centers within the school's zone. It will be advertised throughout the community via social media. During the meetings, parents will be given resources for their preschool child to work on during the summer to prepare them for kindergarten; information about the curriculum that will be used; assessments; behavior expectations; and information about Parent Portal. Parents will be given a tour of the campus.

Additionally, in the fall, schools hold an Orientation to invite parents and families to visit the school, classroom, and teacher to become more comfortable with the school and to provide opportunities for parents to be involved.