

Tommy Smith Elementary School



2016-17 Schoolwide Improvement Plan

Tommy Smith Elementary School

5044 TOMMY SMITH DR, Panama City, FL 32404

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	70%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	15%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	C*	C	

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	15
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	28
Technical Assistance Items	30
Appendix 3: Budget to Support Goals	30

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Tommy Smith Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Tommy Smith Elementary will empower students to be productive, life-long learners by maximizing their potential in leadership, academics, and citizenship.

b. Provide the school's vision statement.

Tommy Smith Elementary prides itself in creating a school culture that exemplifies being responsible, optimistic, accountable, and respectful.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

At Tommy Smith our teachers work very hard to learn about all aspects of our students and build relationships with them. Building a sense of community in every classroom is essential as well. At Tommy Smith, we all believe in "Every Child, Every Day," and that all children are capable of learning. At the beginning of each year, our teachers survey students to find out their interests, learning styles, and questionnaires, that consist of but are not limited to, multiple intelligences, student interest inventories, and academic screeners. Also, students have data notebooks in which they, collaboratively with the teacher, create goals for themselves and thus become partners in the learning process.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Tommy Smith Elementary has been a Positive Behavior Intervention and Support school for many years. As a part of our overall PBIS plan, we have four school-wide expectations through our Panthers ROAR: Students are- Responsible, Optimistic, Accountable, and Respectful. Everything that takes place at TSE aligns with these expectations. Our staff has created arrival, cafeteria, bus, and restroom rules that work with these expectations. After school Bay Base also embraces these rules and expectations. These rules help ensure that everyone follows the same expectations before school, during school, and after school.

School-wide, teachers utilize the curriculum "Bullyproofing Your School" as a means to teach students how to solve conflicts and prevent bullying. Our school also embraces and promotes the "Core Essentials" program and curriculum where we encourage our students, through monthly lessons, to maximize your potential, treat others right, and make smart decisions.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

As mentioned above, Tommy Smith Elementary has been a Positive Behavior Intervention and Support school since 2007. We have been a PBIS Model School in the state of Florida for 7 years. Our goal is to teach, encourage, and reward positive behavior in all areas around the school. Our four expectations are that students are Responsible, Optimistic, Accountable, and Respectful. All

classroom behavior management systems are aligned with PBIS and ROAR as well. Training is provided in PBIS every year during pre-school inservice to ensure that the faculty and staff are up-to-date on the PBIS philosophy as well as the previous year's data. We continually look at behavior data to make adjustments to our behavior instructional core, as well as developing MTSS Behavior Plans for students who require supports in addition to the Core. The PBIS Leadership Team oversees this process. We meet monthly to discuss data and make any adjustments, and we provide reward days at least every 6 weeks for students who exemplify our PBIS expectations.

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

Tommy Smith has several programs and opportunities available to ensure the social-emotional needs of all students are being met. Our teachers are very cognizant of the needs of students and go out of their way to address any concerns they can. Our guidance counselors provide grade level guidance lessons based on data and targeted grade level behaviors approximately every 5 weeks. They are also available to work with individual children and small groups of children who are having difficulty behaviorally, socially, or emotionally. We have hired an intervention teacher that will also help target student academic and behavioral needs. We utilize our MFLC to speak with military students and classes. Our media specialist opens the library every morning to a variety of groups to reach at-risk students including Homework Club, Boys' Book Club, and Journalism Club. Our parent liaison also works diligently to meet the needs of students by check in/ check out, contacting parents, and providing community resources as needed.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

This data is from the end of the 2015-2016.

There were 116 students with attendance below 90%, with the highest numbers in K, 1, and 5.

The data shows there were 18 students with one or more out of school suspensions.

When looking at final year grades, there were only 16 students school wide with an F in either ELA or Math.

There were 35 students in grades 3-5 that scored a 1 on the state assessment.

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	21	21	14	18	18	18	0	0	0	0	0	0	0	110
One or more suspensions	4	1	1	4	3	3	0	0	0	0	0	0	0	16
Course failure in ELA or Math	1	6	2	4	3	4	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	20	31	32	0	0	0	0	0	0	0	83

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	3	0	10	8	13	0	0	0	0	0	0	0	36

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

We are constantly looking at the data to drive the instruction at TSE. We keep a continuous spreadsheet of data on all students in order to progress monitor interventions. We have regular data chats in which we meet with our school and district MTSS specialist, administration, guidance counselors, and teachers to identify specific strengths, weaknesses, and needs of all students. We go through the MTSS process for academics and behavior, and prior to placing students on MTSS plans, we ensure that there has been distinct differentiation in the core. We have created a 30 minute intervention/enrichment block in the master schedule for MTSS supports and timely interventions. This can be used for extra academic or behavior assistance, social skills training, and other flexible interventions that may assist our students in succeeding.

For attendance, we have a layer in our PBS system that provides an incentive for students to attend school. Classes can also earn attendance plaques for best attendance during the week, and each class with perfect attendance gets a shout out the following day on ITV. They earn "attendance bucks" and must have a certain number to participate in the school wide reward days. Students set goals for themselves on MAP to motivate them to increase their performance. Our ISS para frequently checks in on students with behavior concerns and our parent liaison identifies, in conjunction with our guidance counselors, students with attendance concerns to create an action plan to improve attendance.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/316422>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Tommy Smith Elementary has built a community partnership with two local churches and David Weekley Homes.

Bear Creek Assembly of God works with us throughout the year to provide morale boosters for our teachers, such as appreciation lunches. They also host food distributions for our school families to come

and receive food.

Palo Alto Church of Christ provides backpacks of food each weekend for 50 families at our school.

David Weekley Homes has donated money and manpower to assist with grounds and facilities improvements and has agreed on a partnership to help us in the future.

Also, several community businesses donate coupons, free meals, and other items that can be used as rewards for academic or behavioral achievements. They also donate food and items for Teacher Appreciation Week.

We are going to seek a mentor program with our local military bases to help our students as well.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

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

Name	Title
Whitfield, Clint	Principal
Campbell, Bonnie	Teacher, K-12
Cowling, Jodi	Teacher, K-12
Mistrot, Loretta	Teacher, K-12
Morris, Sherry	Teacher, K-12
Ramey, Tonia	School Counselor
Spivey, Virginia	Teacher, K-12
Hutchison, Candi	Teacher, K-12
Stockstill, Christine	Teacher, K-12
Carmichael, Angela	Teacher, K-12
Doolan, Cynthia	Teacher, K-12
Fullbright, Janet	Teacher, K-12
Bruce, Scott	School Counselor
Anderson, Serenity	Assistant Principal

b. Duties

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

TSE has established a Teacher Leader Group that serves as the School Improvement Team. This group of teacher leaders oversees the development, implementation, and monitoring of the SIP. This team is responsible for informing the SAC of the SIP process, and representatives from this team are actively involved in each of the following leadership teams. It is the overseeing body.

The MTSS Leadership Team monitors the results of Universal Screeners and MAP data to assist in determining the need for differentiation or specialized instruction within a Tier 2 or Tier 3 plan. The MTSS team also monitors the fidelity and effectiveness of the implementation of Tier 2 or Tier 3 plans

and conducts compliance audits of those plans. We focus on students who are successful as well as struggling and look at data and implement strategies to improve or enhance their learning. The PBIS Team oversees the behavioral components for the school by monitoring behavioral trends and developing processes that support the school's vision. The SAC is the body that monitors the SIP process and makes recommendations to the SIP Team as needed.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

After a review of several years of schoolwide achievement data, grade level data, and individual MTSS data, the leadership team has identified the following problem-solving steps for monitoring structures and systems:

- A) Universal screeners have been identified for schoolwide use within the first thirty days.
- B) Based on screener results, teachers meet with guidance/administration in monthly data chats to determine interim student goals with differentiated strategies.
- C) Progress monitoring occurs after four weeks; determination as to core effectiveness. If needed, student moves into specialized instruction, i.e. program service delivery, MTSS Tier 2 plan.

Title I, Part A

Title I, Part A funds are coordinated with federal, state, and local funds and services to provide high quality supplemental instruction and support services for educationally disadvantaged students at schools with 66% or more students qualifying for the Free/Reduced Lunch Program. The purpose of Title I funding is to implement programs and services that ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. Title I, Part A funds and various other funds are coordinated and integrated to provide services for private schools, local neglected and delinquent institutions, and Homeless Programs.

Title I, Part C- Migrant

A student qualifies as a Migrant Student if the student or their family has moved at any time in the last three years to seek work in agriculture, packing, fishing, dairy, livestock, or forestry and is between the age of two and twenty-two years old. Bay District Schools is part of a consortium through PAEC that provides assistance for migrant students and their families. Migrant programs provide funds to assist migrant children and their families. Funds are used for the following purposes:

- Advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition and social services.
- Support for schools serving migrant students
- Family literacy programs, including such programs that use models developed under Even Start
- The integration of information technology into educational and related programs and programs to facilitate the transition of secondary school students to post secondary education or employment

Title I, Part D

The Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk provide financial assistance to educational programs for youth that are enrolled in state-operated institutions or community day programs. The program also provides financial assistance to support school districts' programs, which focus primarily on the transition and academic needs of students returning from correctional facilities, and involve collaboration with locally operated correctional facilities.

Title II Funds from Title II, Title I Part A, Title III, and various state and local allocations are used for the following activities:

- Providing professional development activities
- Carrying out programs and activities that are designed to improve the quality of the teacher force
- Carrying out professional development activities designed to improve the quality of principals and superintendents, including the development and support of academies to help talented aspiring or current principals and superintendents become outstanding managers and educational leaders.
- Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades.
- Carrying out programs and activities related to exemplary teachers using demonstration classrooms.

Title III

The Title III/ESOL program provides assistance to students, parents and teachers for students whose first language is not English. Title III provides additional funding to support teacher training, English language learning software, translation/interpretation services for parents, district Parent Involvement Nights/Parent Leadership Council, supplemental classroom resources, summer tutorial materials/assistance, acculturation field trips, and registration/travel for workshops and professional development.

Title X

The Federal McKinney-Vento Homeless Assistance Act states that children and youth who lack a fixed, regular, and adequate nighttime residence are considered homeless. If, due to a loss of housing, a child must live in a shelter, motel, vehicle, or campground, on the street, in abandoned buildings, or doubled-up with relatives or friends, then he/she is eligible to receive services provided under the McKinney-Vento Act.

The McKinney-Vento Education for Homeless Children and Youth Program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, state educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.

Homeless children and youth must have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. Title X, Title I Part A and various community and faith based organizations provide funding and services to identify homeless students and meet their individual needs.

Supplemental Academic Instruction (SAI)

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. Our district has flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind.

Supplemental instruction strategies may include, but are not limited to

- modified curriculum
- reading instruction
- after-school instruction
- tutoring
- mentoring
- class size reduction
- extended school year
- intensive skills development in summer school and other methods to improve student achievement

Violence Prevention Programs

The District provides "Bully-Proofing Your School" curriculum to all schools. Administrators are provided initial training. Selected Middle Schools participate in the Prevention Partnership Grant, "Life Skills." Each school has submitted a School-wide Violence and Bullying Prevention Plan. There is a Safe Schools website with links to additional training modules. There is also a District webpage that

addresses safe schools, anonymous reporting of bullying and other resources. Additional programs such as, but not limited to, Freedom 180 are provided by Community agencies and must be scheduled through the District Public Relations Director.

Nutrition Programs

The University of Florida's Extension office in Panama City provides nutrition programs for schools throughout the district.

Housing Programs

The Bay County Housing Rehabilitation Program is designed to restore single family, homeowner occupied, year-round residential property to meet state and local building code standards. Homes must be located in Bay County, but outside the city limits. A family's total household income determines which program can assist. All applications received are considered on a first come, first served basis. Work to be done is also based on funding limitations and the amount of funds available. The Bay Area Housing, Inc., under the Bay County Housing Rehabilitation section, administers the program for Bay County. The mission of the Housing Rehabilitation Program is to conserve and improve the housing stocks in Bay County for moderate- to low-income home owners. With funds provided by the Michigan State Housing Development Authority (MSHDA), an applicant, depending on their income level, can obtain a 3-percent monthly repayment loan or a 0-percent deferred loan that is repaid at the time of ownership or occupancy change.

The Housing Rehabilitation Program uses H.U.D., Section 8 Guidelines for total code enforcement on existing homes. Housing repair loans are available upon approval from the Bay County Housing Rehabilitation Program. Loan interest rates are from 0% to 3%. The maximum loan amount is \$25,000, which is used for the elimination of Section 8, local, and state building code violations, and other necessary repairs or improvements.

Head Start

Head Start provides children with activities that help them grow mentally, socially, emotionally, and physically. Head Start recognizes that parents are the first and most important teachers of their children. Parent involvement is welcomed in Head Start activities, and we will work with parents as partners to help children progress.

Children who are 3 to 5 years old are eligible for Head Start services. Pregnant women and children from birth to 3 years of age are eligible for Early Head Start services. Children and families who are homeless, in foster care, or receive TANF or SSI are also eligible for services. Eligibility is determined by Head Start program staff and some families may be eligible for services if they are determined to be at or below the federal poverty level. Some grantees enroll a percentage of children from families with incomes above the poverty guidelines as well.

Adult Education

Haney Technical Center's Adult Basic Education (ABE) includes courses designed to improve the employability of the State's workforce through instruction in language, mathematics, reading, and workforce readiness skills at grade level equivalency 0.0-8.9. ABE involves non-credit courses designed to develop basic skills necessary for successful employment and citizenship. This is an open entry/open exit program of study. The ABE program prepares students to enroll in General Educational Development (GED) preparation. Literacy Completion Points (LCPs) are awarded when a student demonstrates mastery as measured by approved standardized tests and/or documentation of mastery of competencies.

Career and Technical Education

Haney Technical Center provides career and technical education in the following employment areas: accounting operations; administrative office specialist; air conditioning, refrigeration and heating; applied welding technology; automotive collision repair and refinishing; automotive service technology; computer systems and information technology; digital design; electrician; electricity; marine service technology; and medical administrative specialist.

Job Training

Haney Technical Center offers the following licensure programs: Aviation Academy; Cosmetology; Massage Therapy; and Practical Nursing (LPN).

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Clint Whitfield	Principal
Bonnie Campbell	Teacher
Leonie Moore	Education Support Employee
Pam Tate	Business/Community
Kathleen ONeil	Parent
Heather Chua	Parent
Amber Conner	Parent
Leesha Baker	Parent
Roxanne Flauta	Parent
Rebecca Laster	Parent
Robyn Williams	Student
Carolyn Callahan	Parent
Lacie Haynes	Parent
Kaija Tilstra	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

SAC met in Spring and Fall of 2016 to review data reflected in the 15-16 School Improvement Plan. Members were presented with the results of the strategy implementation from the previous year. As a group, the SAC decided to continue with the goal from last year, making some adjustments to strategies.

b. Development of this school improvement plan

SAC members are invited to every school improvement team meeting and are provided opportunities to provide input into the process. All meetings are held after school. In the development of this plan, SAC members were presented with data and proposed SIP initiatives and were invited to provide feedback and/or suggestions.

c. Preparation of the school's annual budget and plan

In the spring of 2016, the principal met with the SAC and shared with them the proposed budget for 16-17 as well as teaching allocations for 16-17. SAC members were given the opportunity to provide suggestions for fund usage in the 16-17 budget.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

In 2015-16, there were no SAC funds expended. We plan to use that money to mount a projector in the cafeteria to bolster our Title I parent nights, PBIS meetings, and class assemblies.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Campbell, Bonnie	Teacher, K-12
Mistrot, Loretta	Teacher, K-12
Morris, Sherry	Teacher, K-12
Spivey, Virginia	Teacher, K-12
Stockstill, Christine	Teacher, K-12
Carmichael, Angela	Teacher, K-12
Ramey, Tonia	School Counselor
Bruce, Scott	School Counselor

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

1. Standards-based lesson planning for core instruction and development of common assessments.
2. Monitoring the fidelity of standards-based focus lessons instruction and common assessments through on-going data analysis.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

At Tommy Smith, our aim is to continue with a school wide Professional Learning Community that is focused on student needs and driven by student data. Over the last couple of years, TSE has worked to create the school-wide PLCs. Throughout that process, we have been able to identify key people within the school who have emerged as leaders at their grade levels and among the school. Those key people are now leading horizontal grade level PLCs and vertical (across grade levels) PLCs. These teachers who have been a part of this teacher leader group are continuing the work and we are building capacity for our teachers to really work together to make the best decisions for students. We strive to empower our teacher leaders through distributed leadership and often call on all teachers to lead new initiatives and take stock in our progress.

Daily, each grade level is given a 45 minute common planning time, as well as 30 additional planning minutes after school. This year, the School District has also implemented 4 PLC days, during which

teachers work collaboratively towards the school's mission and vision, while looking at data, collegially planning, and creating common assessments. Teacher leaders facilitate these meetings and rotate leadership roles in order for everyone to play a part in their PLC decisions.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

1. Utilize experienced teachers to support and mentor beginning teachers in their professional development, data analysis, classroom management, and assessment skills.
2. Master schedule supports common planning time for grade levels, and includes ESE and Special Area Teachers.
3. Provide meaningful and purposeful staff development opportunities by utilizing District staff training specialists, Tommy Smith expert teachers, and other District Resources.
4. Maintain a professional learning community by establishing a caring community of faculty, staff, students and families who work together for "Every Child, Every Day."

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Utilize experienced staff and District staff to support and mentor beginning teachers in their professional development, data analysis, classroom management, and assessment skills. Assign like grade level for pairing purposes to allow for common planning times. Utilize the Teacher Appraisal process to provide feedback to beginning teachers.

Our school is also fortunate to have both a Math Coach and a Literacy Coach. They are available to model and work with teachers in specific areas related to the classroom.

Our teachers also take part in the district New Teacher Induction Program in which they are involved in learning about Bay District Schools expectations and procedures. They are provided professional development that prepares them for teaching in our school.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Tommy Smith is committed to instruction that is aligned to the Florida Standards. We ensure this is happening through continually unpacking standards to really understand the depth and rigor of the standards. Teachers also develop and administer common formative and summative assessments. The results provide valid and reliable assessment data that is closely examined by PLCs to ensure alignment to the standards and rigor of the standards. Classroom teachers and our leadership team review the results from these standards based assessments to progress monitor and gauge the student performance, as well as establishing next steps for instruction. Based on the data, teachers provide enrichment or remediation during a 30 minute block at least 4 times a week.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The teachers at Tommy Smith Elementary utilize the PLC process and data-driven dialogue to discuss student data and progress. They utilize this data to drive instruction and differentiate based on student performance data and needs. Our common formative and summative assessments, in addition to other data resources, help create a universal language among our teachers, guidance counselors, and administrators where we all create a plan of action to ensure student success.

Universal Screeners - At the beginning, middle, and end of every year, each student is administered screeners in Reading (DAR, Dibels, MAP Assessment) and Math (MAP Assessment, StarMath). These results are used to identify students with specific strengths and weaknesses and assist teachers in identifying the instructional levels of each student within his/her class.

Grade Level Data Chats - During monthly grade level data chats, teachers, administration, and guidance counselors look critically at the data along with our MTSS specialist, intervention teacher, and behavior specialist. At these meetings, recommendations are made as to whether students should remain in the core instructional program or if MTSS supports are needed to address the achievement gap. There is progress monitoring that occurs every four weeks in an effort to determine if the supports are in fact helping to close that achievement gap. Student progress monitoring is entered into ENRICH and updated as needed. Students who are successful are also identified in order to promote enrichment for them in academics and through our 30 minute intervention time.

Differentiated instruction is expected and utilized in every classroom at Tommy Smith Elementary. For students who are consistently high achieving, we provide differentiation and enrichment, as well as provide gifted services for those students who qualify.

BDS Curriculum Guides- Our teachers are encouraged to utilize the BDS Curriculum Guides for instruction to maintain appropriate pacing and follow Florida Standards. Grade levels can use this tool as a guide to ensure appropriate instructional pacing is being followed that is also standards-based.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

1. Bay Base after school program attends media center for the following activities: Kindergarten attends 1 time per week for Literacy instruction, first and second grades attend computer lab 1 time per week for enrichment or remediation and 1 time per week for literacy instruction, and grades 3, 4 and 5 attend computer lab 1 time per week for enrichment or remediation, 1 time per week for literacy instruction, and has open library available after school for projects incorporating technology.
2. Boys Book Club before school program meets 1 time per week with media specialist. Students identified as reluctant readers with behavioral issues nominated by staff. The focus of this strategy is to engage reluctant readers with behavioral issues in a non-threatening environment to encourage cooperative work habits through reading. A token economy system will be implemented by media specialist as an incentive for not only reading but for displaying appropriate social behaviors across campus.
3. Before school Homework Club will be utilized to assist selected students that do not have the home support for homework completion. Students will be nominated by teachers and selected by Administration, Guidance and Media Specialist. Slots will be limited and students will rotate in and out of this club. Merritt Brown volunteers will be utilized as tutors.
4. Journalism Club also meets 1 time per week in the media center. This promotes literacy and provides students with a way to become creative in their writing. Again, this club is for students who may have been identified as at risk, or for students interested in journalism.
5. Beginning Guitar Lessons occur on Monday after school at no charge to the students. Classes led by Music Teacher.
6. Beginning Strings Class occurs on Tuesday after school at no charge to the students. Classes led by Music Teacher.
7. Chorus occurs after school on Thursday for 4th and 5th grade students. Chorus is led by the Music Teacher.
8. Beginning band is held after school on Wednesday at no charge to the student. Students may rent or borrow instruments. Some instruments will require a book. Beginning band is led by a community volunteer who is also a retired band director.
9. Piano lessons occur throughout the week during the school day. Students receive piano instruction by a trained instructor during their music class. There is a small fee for piano lessons.
10. Before and after school, students are given the opportunity to use the computers in their classrooms to participate in a variety of computer programs to enhance their math and reading skills.
11. Students can also participate in Robotics Club where they learn to integrate math and science.
12. Girls on the Run helps promote civic learning and physical well-being.
13. Junior Beta Club promotes leadership, service, and organization to 3-5 graders.

Strategy Rationale

The majority of our before school clubs were created as a way to reach our at-risk students and provide them with positive adult and peer interactions. Our fine arts programs are used as a vehicle to introduce students to the world of fine arts at an early age. Our goal is for all of our extended day programs to carry over into the classroom and ultimately help to increase student achievement.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy

Whitfield, Clint , whitfcj@bay.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Computer reports will be utilized to monitor student progress within computer programs such as ENRICH, FOCUS, and universal spreadsheet.

Office discipline referrals of boys in book club will be monitored, as well as overall academic and social performance within their individual classrooms.

Assessment data will be reviewed for the students participating in these fine arts activities. Our goal is that these activities will have a positive effect in students' overall performance at school, both academically and behaviorally.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

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

1. Bayou George Daycare schedules a spring visit to Tommy Smith. Parents and students attend, are taken on a tour of the school, and spend time in several kindergarten classrooms.
2. Tommy Smith VPK teachers utilize curricula that support the Kindergarten Florida Standards and participate in school wide events such as Character Education Program, Positive Behavior Support program, and lessons in the media center on a regularly scheduled basis.
3. We have a partnership with Merritt Brown Middle School, and our students have a variety of opportunities to connect with them throughout the school year. Our fifth graders have an Orientation, while other students visit the middle school science fair and other events throughout the year.

b. College and Career Readiness

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

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. Increase students' proficiency levels of all subgroups through targeted instruction based on continuous data disaggregation.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Increase students' proficiency levels of all subgroups through targeted instruction based on continuous data disaggregation. 1a

G084496

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
FSA Mathematics Achievement	60.0
ELA/Reading Gains	58.0
ELA/Reading Lowest 25% Gains	56.0
Math Gains	70.0
Statewide Science Assessment Achievement	60.0
Math Lowest 25% Gains	59.0

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge and understanding of MTSS Problem Solving
- Lack of consistency with teacher understanding and usage of assessment tools, collaboration, and analyzing data
- Sufficient planning time for analysis of classroom, grade level, and school wide data

Resources Available to Help Reduce or Eliminate the Barriers 2

- Utilize school-wide designated MTSS Universal Screening and Problem Solving System
- Job-embedded professional development on assessment tools and data analysis to include MTSS
- MAP Assessments, District Writing Assessments, common formative and summative assessments, and classroom data
- Lesson Planning for differentiation and interventions
- PAWS Time (30 minute Intervention/Enrichment period)

Plan to Monitor Progress Toward G1. 8

Data from universal assessments, MAP Data, and Common Assessments

Person Responsible

Clint Whitfield

Schedule

Monthly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Development of enrichment/remediation groups based upon data, MTSS Grade Level Data Chats, lesson plans, ongoing data discussions and reflection.

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase students' proficiency levels of all subgroups through targeted instruction based on continuous data disaggregation. **1**

 G084496

G1.B1 Teacher knowledge and understanding of MTSS Problem Solving **2**

 B224478

G1.B1.S1 Professional development through grade level data chats with Administration, Literacy and Math coaches, Guidance Counselors, and MTSS Staff Training Specialist **4**

 S236933

Strategy Rationale

http://www.naesp.org/sites/default/files/Student%20Achievement_blue.pdf

Data driven dialogue with teachers and staff can identify student strengths and weaknesses and assist in driving instruction, modifying assessment, and implementing appropriate interventions based on data.

Action Step 1 **5**

Grade level meeting data chats

Person Responsible

Clint Whitfield

Schedule

Monthly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Summary notes

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monitoring of MTSS plans

Person Responsible

Clint Whitfield

Schedule

Monthly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Plan reviews-MTSS Audits

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Effectiveness of MTSS plans

Person Responsible

Clint Whitfield

Schedule

Monthly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Number of students in MTSS, number of students going to eligibility, number of students dismissed from MTSS

G1.B2 Lack of consistency with teacher understanding and usage of assessment tools, collaboration, and analyzing data **2**

 B224479

G1.B2.S1 Continuing to work in grade levels to build PLCs' capacity to review ongoing achievement data, create common assessments, and use data to drive instruction to provide remediation and enrichment in a timely manner. **4**

 S236934

Strategy Rationale

Research shows the PLC process is an important factor in impacting student achievement, creating valid common assessments, and utilizing data to drive instruction and provide enrichment/remediation.

Action Step 1 **5**

Monthly meetings with Teacher Leader Group

Person Responsible

Clint Whitfield

Schedule

Monthly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Agendas, Sign In Sheets, PLC Minutes

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Creation and implementation of common formative and summative assessments

Person Responsible

Clint Whitfield

Schedule

Monthly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Common assessment data and results, PLC Meeting Minutes

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Teacher Leader Meeting Reflections and Conversations

Person Responsible

Clint Whitfield

Schedule

Monthly, from 8/18/2016 to 6/2/2017

Evidence of Completion

PLC Minutes, Teacher Leader Meeting Minutes

G1.B3 Sufficient planning time for analysis of classroom, grade level, and school wide data 2

 B224480

G1.B3.S1 Teachers will be provided concentrated time to work specifically on reviewing student achievement data, working towards PLC goals, creating common assessments, and unpacking grade level standards. 4

 S236935

Strategy Rationale

Teachers working together in PLCs to review data will help create constructive dialogue. They will use data-driven dialogue to create common assessments, analyze student data to drive instruction.

Action Step 1 5

Teacher leaders will facilitate common planning sessions and grade levels will develop common assessments

Person Responsible

Clint Whitfield

Schedule

Monthly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Common assessments developed by the team. Minutes from the planning times. Sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Review of Common Assessment Data from PLC Planning Sessions

Person Responsible

Clint Whitfield

Schedule

Biweekly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Common Assessments and Data, PLC Minutes

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Teacher leaders will submit reflections or participate in reflective conversation from these planning sessions, as well as common assessments that were created as a result.

Person Responsible

Clint Whitfield











Schedule

Monthly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Teacher Leader Meeting Agendas and minutes, Common Assessments and Results

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1  M312026	Data from universal assessments, MAP Data, and Common Assessments	Whitfield, Clint	8/18/2016	Development of enrichment/remediation groups based upon data, MTSS Grade Level Data Chats, lesson plans, ongoing data discussions and reflection.	6/2/2017 monthly
G1.B1.S1.MA1  M312020	Effectiveness of MTSS plans	Whitfield, Clint	8/18/2016	Number of students in MTSS, number of students going to eligibility, number of students dismissed from MTSS	6/2/2017 monthly
G1.B1.S1.MA1  M312021	Monitoring of MTSS plans	Whitfield, Clint	8/18/2016	Plan reviews-MTSS Audits	6/2/2017 monthly
G1.B1.S1.A1  A305963	Grade level meeting data chats	Whitfield, Clint	8/18/2016	Summary notes	6/2/2017 monthly
G1.B2.S1.MA1  M312022	Teacher Leader Meeting Reflections and Conversations	Whitfield, Clint	8/18/2016	PLC Minutes, Teacher Leader Meeting Minutes	6/2/2017 monthly
G1.B2.S1.MA1  M312023	Creation and implementation of common formative and summative assessments	Whitfield, Clint	8/18/2016	Common assessment data and results, PLC Meeting Minutes	6/2/2017 monthly
G1.B2.S1.A1  A305964	Monthly meetings with Teacher Leader Group	Whitfield, Clint	8/18/2016	Agendas, Sign In Sheets, PLC Minutes	6/2/2017 monthly
G1.B3.S1.MA1  M312024	Teacher leaders will submit reflections or participate in reflective conversation from these...	Whitfield, Clint	8/18/2016	Teacher Leader Meeting Agendas and minutes, Common Assessments and Results	6/2/2017 monthly
G1.B3.S1.MA1  M312025	Review of Common Assessment Data from PLC Planning Sessions	Whitfield, Clint	8/18/2016	Common Assessments and Data, PLC Minutes	6/2/2017 biweekly
G1.B3.S1.A1  A305965	Teacher leaders will facilitate common planning sessions and grade levels will develop common...	Whitfield, Clint	8/18/2016	Common assessments developed by the team. Minutes from the planning times. Sign in sheets	6/2/2017 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase students' proficiency levels of all subgroups through targeted instruction based on continuous data disaggregation.

G1.B1 Teacher knowledge and understanding of MTSS Problem Solving

G1.B1.S1 Professional development through grade level data chats with Administration, Literacy and Math coaches, Guidance Counselors, and MTSS Staff Training Specialist

PD Opportunity 1

Grade level meeting data chats

Facilitator

Administration, MTSS STS, Literacy/Math Coach

Participants

All instructional staff

Schedule

Monthly, from 8/18/2016 to 6/2/2017

G1.B2 Lack of consistency with teacher understanding and usage of assessment tools, collaboration, and analyzing data

G1.B2.S1 Continuing to work in grade levels to build PLCs' capacity to review ongoing achievement data, create common assessments, and use data to drive instruction to provide remediation and enrichment in a timely manner.

PD Opportunity 1

Monthly meetings with Teacher Leader Group

Facilitator

Administration and LT

Participants

Teacher Leader Group

Schedule

Monthly, from 8/18/2016 to 6/2/2017

G1.B3 Sufficient planning time for analysis of classroom, grade level, and school wide data

G1.B3.S1 Teachers will be provided concentrated time to work specifically on reviewing student achievement data, working towards PLC goals, creating common assessments, and unpacking grade level standards.

PD Opportunity 1

Teacher leaders will facilitate common planning sessions and grade levels will develop common assessments

Facilitator

Teacher leaders

Participants

All teachers

Schedule

Monthly, from 8/18/2016 to 6/2/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Grade level meeting data chats				\$90,264.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	7300	110-Administrators	0511 - Tommy Smith Elementary School	Title I, Part A	0.01	\$2,829.00
			<i>Notes: AA to work during summer hours to prepare instructional materials and schedules</i>			
	6500	150-Aides	0511 - Tommy Smith Elementary School	Title I, Part A	0.96	\$13,409.00
			<i>Notes: Paraprofessional to provide intervention and support in the computer labs</i>			
	6400	510-Supplies	0511 - Tommy Smith Elementary School	Title I, Part A		\$1,250.00
			<i>Notes: Implementation of school-wide book study of The Formative Assessment Action Plan</i>			
	5100	150-Aides	0511 - Tommy Smith Elementary School	Title I, Part A	4.75	\$66,777.00
			<i>Notes: Paraprofessionals to provide small group instruction and assist teachers with instructional feedback</i>			
	6400	330-Travel	0511 - Tommy Smith Elementary School	Title I, Part A		\$1,874.00
			<i>Notes: Registration fee for teachers to attend Reading by the Bay conference and other conferences.</i>			
	6400	120-Classroom Teachers	0511 - Tommy Smith Elementary School	Title I, Part A		\$747.00
			<i>Notes: PBIS Training and Meeting with teachers</i>			
	5100	360-Rentals	0511 - Tommy Smith Elementary School	Title I, Part A		\$3,378.00
			<i>Notes: Accelerated Math will be used as a supplement for 3-5 math instruction.</i>			
2	G1.B2.S1.A1	Monthly meetings with Teacher Leader Group				\$10,877.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	750-Other Personal Services	0511 - Tommy Smith Elementary School	Title I, Part A		\$3,634.00
			<i>Notes: Leadership team will have 8 days of 1/2 day subs to work together on School Improvement strategies.</i>			
	6300	120-Classroom Teachers	0511 - Tommy Smith Elementary School	Title I, Part A		\$7,243.00
			<i>Notes: Supplements will be provided to have every grade level represented on Leadership Team.</i>			
3	G1.B3.S1.A1	Teacher leaders will facilitate common planning sessions and grade levels will develop common assessments				\$25,479.00

Bay - 0511 - Tommy Smith Elementary School - 2016-17 SIP
Tommy Smith Elementary School

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	130-Other Certified Instructional Personnel	0511 - Tommy Smith Elementary School	Title I, Part A	1.0	\$24,850.00
			<i>Notes: Intervention teacher will be hired to provide MTSS supports and interventions to struggling students.</i>			
	5100	510-Supplies	0511 - Tommy Smith Elementary School	Title I, Part A		\$629.00
			<i>Notes: Instructional supplies and STEM materials will be purchased for classrooms and Makerspace</i>			
					Total:	\$126,620.00