Tommy Smith Elementary School

2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	73%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	18%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	B	C*

School Board Approval

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

SIP Authority

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Tommy Smith Elementary will empower students to be productive, life-learners by maximizing their potential in academics, citizenship, and character through creating a school culture that exemplifies being responsible, being respectful, working together, and being safe.

Provide the school's vision statement.

Tommy Smith Elementary will empower students to be productive, life-learners by maximizing their potential in academics, citizenship, and character through creating a school culture that exemplifies being responsible, being respectful, working together, and being safe.

School Leadership Team

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

Name	Title
Spradley, Debra	Principal
Mistrot, Loretta	Teacher, K-12
Spivey, Virginia	Teacher, K-12
Carmichael, Angela	Teacher, K-12
Barth, Vern	Assistant Principal
Doolan, Cynthia	Teacher, K-12
Ramey, Tonia	School Counselor
Hart, Amber	Teacher, K-12
Spears, Denise	Teacher, K-12
Bruce, Scott	School Counselor
Strickland, Myra	Teacher, ESE

Duties

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

TSE has established a School Based Leadership Team (SBLT) and a PBIS Team that serves as the School Improvement Team. These groups of teacher leaders oversee the development, implementation, and monitoring of the SIP. These teams are responsible for informing the SAC of the SIPprocess, and representatives from this team are actively involved in each of the following leadership teams. It is the overseeing body.
The SBLTmonitors 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. 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 goal of the SIP 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.

Early Warning Systems

Year 2017-18

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	31	20	30	18	11	17	0	0	0	0	0	0	0	127
One or more suspensions	0	0	3	4	7	7	0	0	0	0	0	0	0	21
Course failure in ELA or Math	0	2	5	5	6	3	0	0	0	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	2	14	40	0	0	0	0	0	0	0	56

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	0	0	5	3	9	15	0	0	0	0	0	0	0	32

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	10	5	1	0	0	0	0	0	0	0	0	0	21
Retained Students: Previous Year(s)	9	7	2	1	1	0	0	0	0	0	0	0	0	20

Date this data was collected
Sunday 9/16/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	18	18	9	17	18	8	0	0	0	0	0	0	0	88
One or more suspensions	3	3	3	0	4	2	0	0	0	0	0	0	0	15
Course failure in ELA or Math	0	7	4	6	2	2	0	0	0	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	6	20	26	0	0	0	0	0	0	0	52

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

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	18	18	9	17	18	8	0	0	0	0	0	0	0	88
One or more suspensions	3	3	3	0	4	2	0	0	0	0	0	0	0	15
Course failure in ELA or Math	0	7	4	6	2	2	0	0	0	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	6	20	26	0	0	0	0	0	0	0	52

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that performed the lowest was in the area related to learning gains of our lowest 25 percentile school-wide in both ELA and Math. It is not a trend as the year before, 2016, the percent of students in the lowest 25th percentile making learning gains was higher than in 2017.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline from the prior year was learning gains in Math for the lowest 25th percentile. As a school, we went from 60% down to 33%.

Which data component had the biggest gap when compared to the state average?

The data component that had the biggest gap when compared to the state average was learning gains for the lowest 25th percentile in Math. The state average was around 47% and our school was at 33%.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement was science achievement. There was a substantial jump in the level of achievement. This is a trend that we noticed as we have been consistent the past three years in a row in this area. We improved from 42% in 2016 to 56% in 2017 to 74% in 2018. This was an increase of 32% in three years.

Describe the actions or changes that led to the improvement in this area.

The actions that led to the improvement in this area include: Focus on verticle alignment of the curriculum in grades both above and below. Science lessons were also incorporated in both PAWS time and during reading blocks. Another action that took place involved research and collaboration with science teachers across the district and the implementation of more hands-on learning activities.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	62%	50%	56%	49%	48%	52%
ELA Learning Gains	49%	49%	55%	53%	47%	52%
ELA Lowest 25th Percentile	40%	45%	48%	52%	43%	46%
Math Achievement	71%	57%	62%	60%	53%	58%
Math Learning Gains	62%	57%	59%	70%	53%	58%
Math Lowest 25th Percentile	33%	46%	47%	59%	43%	46%
Science Achievement	74%	50%	55%	60%	44%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	31 (18)	20 (18)	30 (9)	18 (17)	11 (18)	17 (8)	127 (88)
One or more suspensions	0 (3)	0 (3)	3 (3)	4 (0)	7 (4)	7 (2)	21 (15)
Course failure in ELA or Math	0 (0)	2 (7)	5 (4)	5 (6)	6 (2)	3 (2)	21 (21)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	2 (6)	14 (20)	40 (26)	56 (52)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	73%	57%	16%	57%	16%
	2017	75%	59%	16%	58%	17%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2018	46%	51%	-5%	56%	-10%
	2017	50%	52%	-2%	56%	-6%
Same Grade Comparison		-4%				
Cohort Comparison		-29%				
05	2018	64%	50%	14%	55%	9%
	2017	43%	49%	-6%	53%	-10%
Same Grade Comparison		21%				
Cohort Comparison		14%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	80%	63%	17%	62%	18%
	2017	73%	56%	17%	62%	11%
Same Grade Comparison		7%				
Cohort Comparison						
04	2018	55%	59%	-4%	62%	-7%
	2017	69%	62%	7%	64%	5%
Same Grade Comparison		-14%				
Cohort Comparison		-18%				
05	2018	78%	57%	21%	61%	17%
	2017	69%	52%	17%	57%	12%
Same Grade Comparison		9%				
Cohort Comparison		9%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	73%	54%	19%	55%	18%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	42	44	29	49	56	31	47				
BLK	50			57							
MUL	73			73							
WHT	60	49	39	72	64	39	73				
FRL	56	43	32	65	59	28	69				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	26	42	31	42	58	47	29				
BLK	62	80		69	60						
MUL	71			64							
WHT	55	59	52	69	75	62	56				
FRL	50	56	54	65	70	55	50				

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	Tommy Smith will continue school-wide Tier I behavior supports by utilizing monthly behavior data chats and incorporating a daily 15 minute character education program to decrease our office discipline referrals by 5%.
Rationale	Consistency in teaching character education is important and necessary. We want to ensure that our Core Essentials is aligned with our PBIS expectations to create an environment conducive to a positive school climate.
Intended Outcome	At Tommy Smith, we want to ensure that character education is being implemented with integrity to create consistency in expectations.
Point Person	Vern Barth (barthvl@bay.k12.fl.us)

Action Step

Description	1. We will implement a 15-minute character education block in the master schedule for each grade level. Character Ed Lessons will be provided for the teachers, and they will coincide with our PBIS and Core Essentials. 2. Implementing character education with fidelity.
Person Responsible	Vern Barth (barthvl@bay.k12.fl.us)

Plan to Monitor Effectiveness

Description	1. Monitor PBIS tracking data: ODR forms, Minor Infraction Forms, and RtI: B Data 2. The administration will provide resources and information to teachers and students regarding character education and provide assistance when necessary.
Person Responsible	Debra Spradley (spradld@bay.k12.fl.us)

Activity #2	
Title	Increase all students' proficiency levels in all areas by at least 3% through targeted instruction based on continuous data disaggregation.
Rationale	1. 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. 2. By analyzing our student data, it will help us to determine appropriate interventions for our lowest 25% in both Math & ELA of students and in turn will be used to drive instruction.
Intended Outcome	Our school will continue to work in PLC groups to ensure consistent use of strategies such as accountable talk, assessment tools, collaboration, and analyzing data across grade levels and content areas
Point Person	Debra Spradley (spradld@bay.k12.fl.us)
Action Step	
Description	1. Identify the lowest 25th percetile of students in ELA and Math based on FSA and MAP Assessments to assist with instruction which is supported through grade level PLCs, monthly data chats, etc. 2. From our PLC groups, teacher leaders will develop/revise plans for PAWS time, school-wide enrichment & intervention time, at each grade level.
Person Responsible	Debra Spradley (spradld@bay.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Teacher leaders will facilitate common planning sessions within grade levels and develop/revise common assessments to ensure alignment with standards. Tools used will be classroom walkthroughs, lesson plans, and PLC minutes.
Person Responsible	Debra Spradley (spradld@bay.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

Increase parental involvement of all students to provide parents resources for supporting school-based literacy efforts through varied formats (Family Literacy events, website, Iris Alerts, social media, Parent Portal and Parent Liason contacts). There will be a focused effort to increase involvement for parents of students identified as at-risk through academic and behavioral data.

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

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

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 during the character education time block. They are also available to work with individual children and small groups of children who are having difficulty behaviorally, socially, or emotionally. We have an intervention teacher that will also help target student academic and behavioral needs. We utilize our Military Family Life Counselor 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. The parent liaison also helps with tracking attendance and providing administration with any concerns that may arise because of attendance issues. We now have a contract through Florida Therapy Services that allows us to provide on-site services to students and families in need.

We provide emotional and social support to students in Tier 2 and Tier 3 based on student needs and MTSS plans discussed each month at the data chats. Tier 2 supports include social skills groups, ZooU, check in/out and mentoring. Tier 3 supports are determined based on specific student needs and team decision. We utilize the resources provided to us for social and emotional supports such as Florida Therapy and Elevate Bay mentors.

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.

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 review of several years of school wide data, the leadership team has identified the following problem-solving steps for monitoring structures and systems.
• Map is given within the first 30 days to create a baseline for student academic performance.
• Monthly data chats are scheduled to determine student goals and strategies.
• Progress monitoring occurs after four weeks to determine core effectiveness.
Title I, Part A
Title I, Part A, provides local educational agencies (LEA) resources that help children gain a high-quality education and the skills to master the Florida Standards. Title I provides additional resources to schools with economically disadvantaged students. These resources provide additional teachers, professional development, extra time for teaching, parent involvement activities, and other activities designed to raise student achievement.

Title I, Part C

The Title I, Part C-Migrant Education Program (MEP) funds additional educational programs for migrant children (ages 3-21).

Title I, Part D

The purpose of Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk are as follows:

• to improve educational services for children and youth in local and State institutions for neglected or delinquent children and youth

• to provide services needed to make a successful transition from institutionalization to further schooling or employment;

• to prevent at-risk youth from dropping out of school, and to provide dropouts, children, and youth returning from correctional facilities or institutions for neglected of delinquent children and youth with a support system to ensure their continued education.

Title II, Part A

The purpose of this title is to provide grants to State educational agencies and subgrants to local educational agencies to —

1. increase student achievement consistent with the challenging State academic standards;

2. improve the quality and effectiveness of teachers, principals, and other school leaders;

3. increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and

4. provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Title III

The Title III/ESOL program provides assistance to students, parents, and teachers for students whose first language is not English.

Title IX, Part A

The Federal McKinney-Vento Homeless Assistance Act states that children and youth who lack a fixed, regular, and adequate nighttime residence are considered homeless. 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.

Violence Prevention Programs

The district provides "Bully-Proofing Your School" curriculum to all schools. Administrators are provided initial training. Each school has submitted a school wide Violence and Bullying plan, addressing Social and Emotional learning.

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.

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

Not applicable

Part V: Budget	
Total:	$172,161.00