

Bay District Schools

Tommy Smith Elementary School



2019-20 Schoolwide Improvement Plan

Table of Contents

| | |
|---------------------------------------|-----------|
| School Demographics | 3 |
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 11 |
| Planning for Improvement | 17 |
| Title I Requirements | 20 |
| Budget to Support Goals | 22 |

Tommy Smith Elementary School

5044 TOMMY SMITH DR, Panama City, FL 32404

[no web address on file]

Demographics

Principal: Debra Spradley

Start Date for this Principal: 7/1/2018

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Elementary School PK-5 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2018-19 Title I School | Yes |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 87% |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students* |
| School Grades History | 2018-19: B (58%) 2017-18: B (56%) 2016-17: B (61%) 2015-16: B (58%) 2014-15: C (52%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Northwest |
| Regional Executive Director | Rachel Heide |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | TS&I |

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan 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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

Table of Contents

| | |
|---------------------------------------|-----------|
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 11 |
| Planning for Improvement | 17 |
| Title I Requirements | 20 |
| Budget to Support Goals | 22 |

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) | 2018-19 Title I School | 2018-19 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 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| Grade | B | B | B | B |

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.

The mission of the administration, faculty, staff, parents, and community of Tommy Smith Elementary School is to provide a caring environment in which every child is respected and provided with the opportunity to learn by helping students build a strong academic foundation and develop good character.

Provide the school's vision statement.

Tommy Smith Elementary School's vision is to 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. Our goal is to help our students one day develop into productive members of society by meeting the educational, physical, social, and emotional needs of every child.

School Leadership Team

Membership

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

| Name | Title | Job Duties and Responsibilities |
|-----------------|-----------|---|
| Spradley, Debra | Principal | <p>Principal duties and responsibilities:</p> <ol style="list-style-type: none"> 1 Enables faculty and staff to work as a system focused on student learning; 2 Maintains a school climate that supports student engagement in learning; 3 Generates high expectations for learning growth by all students; and 4 Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school. 5 Implement the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction; 6 Engages in data analysis for instructional planning and improvement; 7 Communicates the relationships among academic standards, effective instruction, and student performance; 8 Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and 9 Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula. 10 Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan; 11 Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction; 12 Employs a faculty with the instructional proficiencies needed for the school population served; 13 Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology; <p>Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and</p> <ol style="list-style-type: none"> 14 Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year. 15 Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy; 16 Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning; 17 Promotes school and classroom practices that validate and value similarities and differences among students; 18 Provides recurring monitoring and feedback on the quality of the learning environment; <p>Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being; and Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.</p> <ol style="list-style-type: none"> 19 Gives priority attention to decisions that impact the quality of student learning and teacher proficiency; 20 Uses critical thinking and problem-solving techniques to define problems and identify solutions; 21 Evaluates decisions for effectiveness, equity, intended and actual outcome; |

| Name | Title | Job Duties and Responsibilities |
|------------------|---------------|---|
| | | <p>implements follow-up actions; and revises as needed;</p> <p>22 Empowers others and distributes leadership when appropriate; and</p> <p>23 Uses effective technology integration to enhance decision making and efficiency throughout the school.</p> <p>24 Identifies and cultivates potential and emerging leaders;</p> <p>25 Provides evidence of delegation and trust in subordinate leaders;</p> <p>26 Plans for succession management in key positions;</p> <p>27 Promotes teacher-leadership functions focused on instructional proficiency and student learning; and</p> <p>28 Develops sustainable and supportive relationships between school leaders, parents, community, higher education, and business leaders.</p> <p>29 Organizes time, tasks and projects effectively with clear objectives and coherent plans;</p> <p>30 Establishes appropriate deadlines for him/herself and the entire organization;</p> <p>31 Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.</p> <p>32 Actively listens to and learns from students, staff, parents, and community stakeholders;</p> <p>33 Recognizes individuals for effective performance;</p> <p>34 Communicates student expectations and performance information to students, parents, and community;</p> <p>35 Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;</p> <p>36 Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.</p> <p>37 Utilizes appropriate technologies for communication and collaboration; and Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.</p> <p>38 Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.</p> <p>39 Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;</p> <p>40 Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;</p> <p>41 Engages in professional learning that improves professional practice in alignment with the needs of the school system; and Demonstrates willingness to admit error and learn from it;</p> <p>42 Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.</p> |
| Spivey, Virginia | Teacher, K-12 | |

| Name | Title | Job Duties and Responsibilities |
|------------------|---------------------|---------------------------------|
| Barth, Vern | Assistant Principal | |
| Doolan, Cynthia | Teacher, K-12 | |
| Ramey, Tonia | School Counselor | |
| Bruce, Scott | School Counselor | |
| Strickland, Myra | Teacher, ESE | |
| Arthur, Alison | Teacher, K-12 | Teacher |
| Rogers, Denise | Teacher, K-12 | |
| Cox, Jessica | Teacher, K-12 | |
| Huber, Joy | Teacher, K-12 | |

Early Warning Systems

Current Year

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|----|----|-----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 72 | 89 | 92 | 106 | 83 | 99 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 541 |
| Attendance below 90 percent | 12 | 7 | 8 | 10 | 5 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 57 |
| One or more suspensions | 0 | 1 | 1 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Course failure in ELA or Math | 0 | 1 | 5 | 2 | 4 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 8 | 13 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 44 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 1 | 4 | 7 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |

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 | 4 | 5 | 8 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 24 |
| Students retained two or more times | 0 | 0 | 2 | 2 | 1 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 |

FTE units allocated to school (total number of teacher units)

47

Date this data was collected or last updated

Sunday 9/8/2019

Prior Year - As Reported

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|---------------------------------|-------------|----|----|----|----|----|---|---|---|---|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| 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 with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--------------------------------------|-------------|---|---|---|---|----|---|---|---|---|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students with two or more indicators | 0 | 0 | 5 | 3 | 9 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 32 |

Prior Year - Updated

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|---------------------------------|-------------|----|----|----|----|----|---|---|---|---|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| 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 with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--------------------------------------|-------------|---|---|---|---|----|---|---|---|---|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students with two or more indicators | 0 | 0 | 5 | 3 | 9 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 32 |

Part II: Needs Assessment/Analysis

School Data

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

| School Grade Component | 2019 | | | 2018 | | |
|------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 65% | 55% | 57% | 55% | 49% | 55% |

| School Grade Component | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Learning Gains | 61% | 59% | 58% | 60% | 54% | 57% |
| ELA Lowest 25th Percentile | 54% | 57% | 53% | 52% | 55% | 52% |
| Math Achievement | 65% | 56% | 63% | 70% | 52% | 61% |
| Math Learning Gains | 60% | 54% | 62% | 74% | 55% | 61% |
| Math Lowest 25th Percentile | 40% | 42% | 51% | 60% | 48% | 51% |
| Science Achievement | 62% | 53% | 53% | 56% | 44% | 51% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | Total |
|---------------------------------|-----------------------------------|--------|--------|---------|---------|---------|----------|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Number of students enrolled | 72 (0) | 89 (0) | 92 (0) | 106 (0) | 83 (0) | 99 (0) | 541 (0) |
| Attendance below 90 percent | 12 (31) | 7 (20) | 8 (30) | 10 (18) | 5 (11) | 15 (17) | 57 (127) |
| One or more suspensions | 0 (0) | 1 (0) | 1 (3) | 2 (4) | 1 (7) | 1 (7) | 6 (21) |
| Course failure in ELA or Math | 0 (0) | 1 (2) | 5 (5) | 2 (5) | 4 (6) | 3 (3) | 15 (21) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 8 (2) | 13 (14) | 23 (40) | 44 (56) |

Grade Level Data

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

NOTE: 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 |
| 03 | 2019 | 61% | 61% | 0% | 58% | 3% |
| | 2018 | 73% | 57% | 16% | 57% | 16% |
| Same Grade Comparison | | -12% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 62% | 58% | 4% | 58% | 4% |
| | 2018 | 46% | 51% | -5% | 56% | -10% |
| Same Grade Comparison | | 16% | | | | |
| Cohort Comparison | | -11% | | | | |
| 05 | 2019 | 58% | 56% | 2% | 56% | 2% |
| | 2018 | 64% | 50% | 14% | 55% | 9% |
| Same Grade Comparison | | -6% | | | | |
| Cohort Comparison | | 12% | | | | |

| MATH | | | | | | |
|-------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 62% | 62% | 0% | 62% | 0% |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2018 | 80% | 63% | 17% | 62% | 18% |
| Same Grade Comparison | | -18% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 60% | 59% | 1% | 64% | -4% |
| | 2018 | 55% | 59% | -4% | 62% | -7% |
| Same Grade Comparison | | 5% | | | | |
| Cohort Comparison | | -20% | | | | |
| 05 | 2019 | 63% | 54% | 9% | 60% | 3% |
| | 2018 | 78% | 57% | 21% | 61% | 17% |
| Same Grade Comparison | | -15% | | | | |
| Cohort Comparison | | 8% | | | | |

| SCIENCE | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2019 | 60% | 54% | 6% | 53% | 7% |
| | 2018 | 73% | 54% | 19% | 55% | 18% |
| Same Grade Comparison | | -13% | | | | |
| Cohort Comparison | | | | | | |

Subgroup Data

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 26 | 44 | 50 | 40 | 41 | 27 | 13 | | | | |
| BLK | 62 | | | 23 | | | | | | | |
| MUL | 63 | 38 | | 75 | 69 | | | | | | |
| WHT | 65 | 63 | 57 | 67 | 62 | 45 | 59 | | | | |
| FRL | 63 | 62 | 53 | 63 | 56 | 32 | 58 | | | | |
| 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 | | | | |

| 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 |
| BLK | 62 | 80 | | 69 | 60 | | | | | | |
| MUL | 71 | | | 64 | | | | | | | |
| WHT | 55 | 59 | 52 | 69 | 75 | 62 | 56 | | | | |
| FRL | 50 | 56 | 54 | 65 | 70 | 55 | 50 | | | | |

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---|------|
| ESSA Category (TS&I or CS&I) | TS&I |
| OVERALL Federal Index – All Students | 58 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 1 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 407 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 99% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 34 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | |
| English Language Learners Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |
| Asian Students | |
| Federal Index - Asian Students | |

| Asian Students | |
|---|-----|
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |

| Black/African American Students | |
|--|----|
| Federal Index - Black/African American Students | 43 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |

| Hispanic Students | |
|--|-----|
| Federal Index - Hispanic Students | |
| Hispanic Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |

| Multiracial Students | |
|---|----|
| Federal Index - Multiracial Students | 61 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |

| Pacific Islander Students | |
|--|-----|
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |

| White Students | |
|---|----|
| Federal Index - White Students | 60 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | |

| Economically Disadvantaged Students | |
|--|----|
| Federal Index - Economically Disadvantaged Students | 55 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The data component that showed the lowest performance were students with disabilities at 34%. The following were contributing factors for the lower performance for this subgroup. The hurricane which impacted both emotional well being and academic gains including migration of different students and teachers both coming to our school and leaving due to family living situations related to the hurricane. Other factors include community supports and resources being limited due to devastation, multiple family living situations, and homeless students. We missed almost five weeks of school which impacted routines, normalcy and instructional time. Based on the data analysis this subgroup it was concluded that the language barriers that are required have affected ELA and the application of science and math knowledge on FSA. Another factor that contributed to the low performance was the lack of PLC days and PLC time due to having regular days added to make up lost instruction time.

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

The area that showed the greatest decline from the prior year was science. The factors that contributed to this decline include loss of school from the hurricane and modified curriculum upon return and stronger focus on ELA and Math. The hurricane which impacted both emotional well being and academic gains. A contributing factor was the migration of different students and teachers both coming to our school and leaving due to family living situations related to the hurricane. Other factors include community supports and resources being limited due to devastation, multiple family living situations, and homeless students. As a school, we missed almost five weeks of school which impacted routines, normalcy, instructional time. Based on the data analysis of this subgroup is was concluded that the time missed impacted vocabulary/language acquisition within the curriculum causing barriers which in turn affected the application of science and math knowledge on FSA. Another factor that contributed to this decline is a lack of resources aligned with the curriculum. After discussion with our SBLT, it was concluded that we felt the materials did not fully align with the standards and the removal of PLC days and PLC time due to having regular days added to make up lost instruction time impacted planning.

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.

The data component that had the greatest gap when compared to the state average was the lowest 25% in Math.

The factor that we believe may have contributed to this gap was the hurricane and the fact that we missed almost five weeks of school and upon return used a modified pacing guide and we feel that there were some components that were missed along the way. Other factors that contributed to the decline was the absence of math liaison meetings, absence of PLC days, and lack of participation in after school tutoring attendance. Based on the data analysis of this subgroup is was concluded that the time missed impacted the application of math and vocabulary acquisition within the curriculum causing barriers or gaps which impacted FSA scores especially in the area of word problems.

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

The data component that showed the most improvement was in achievement, gains and the overall score was ELA both overall and in the lowest 25% of students. The actions that our school took that we felt helped with our improvement in ELA was implementing PAWS (remediation and enrichment time) with consistency and the supports put into place with push in paras and teachers to help students in classrooms. Other actions include the addition of Scholastic Readers and Coach Books that were integrated across the ELA curriculum. We believe that it contributed to the increase because the material within the Readers was of high interest and relevant non-fiction standard-based

materials. Another action was that as a school we worked hard to reduce distractions, alleviate interruptions and protect instructional time as much as possible.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

1. Level 1 on statewide assessments
2. Course failures in ELA or Math

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

1. Improve our FSA scores for students with disabilities
2. Improve FSA Science Scores
3. Improve FSA Math Scores - lowest 25%
4. Continue to build on our FSA ELA scores
5. Continue with PBIS and school expectations to continue to see office referrals decline

Part III: Planning for Improvement

Areas of Focus:

| | |
|---|---|
| #1 | |
| Title | Academic |
| Rationale | Within our academic area of focus, we will work to increase 7% overall in science, math, ELA to target our subgroups SWD and the lowest 25% of math achievers |
| State the measurable outcome the school plans to achieve | Based on the data analysis of school data on FSA scores we will increase 7% overall in science, math, ELA to target our subgroups SWD and the lowest 25% of math achiever to meet the targeted goal on ESSA and raise our current achievement level of 34% to 41% or higher for the SWD subgroup. This will also help our lowest 25% of math student's move above the district math scores and approach the state average math percentage of 51% |
| Person responsible for monitoring outcome | Debra Spradley (spradld@bay.k12.fl.us) |
| Evidence-based Strategy | The evidence-based strategies that we will implement will include but not limited: 1. PAWS Groups (enrichment, remediation and assessment groups) 2. Implement the EL Program which also encompass many science standards. 3. Increase the focus on application/word problems in Eureka Math 4. Increase FSA after school tutoring from 30 minutes to 45/60 minutes per session |
| Rationale for Evidence-based Strategy | These evidence-based strategies have been shown through research to be effective in helping increase student achievement. The evidence that we use to determine the success of these strategies include MAP data, prior FSA scores, PLC discussions, classroom assessments, both formative and summative, teacher observations, and parent feedback. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Use MAP scores identify the lowest 25% in math, reading, & science specifically target these students in each class and grade level. MAP data will be collected in the fall, winter, and spring and analyzed by PLCs to further determine areas of need. 2. Teachers will continuously analyze district common formative and summative assessment data collected and analyzed by PLCs weekly. Assessment data, along with MAPS assessment results within professional learning communities are used to identify strengths and weaknesses in order to drive instructional decisions in Tier I and Tier II. 3. Teachers, Paras and support personnel will continue to implement and use P.A.W.S. group time used to re-teach and reassess standards. The Leadership Team and Administration will analyze classroom data during monthly meetings and when available following standardized assessments to determine the effectiveness of implemented strategies. 4. Use classroom assessments (formative and summative) aligned to standards to measure classroom growth. 5. To ensure fidelity, classroom walkthroughs and observations will be used as a progressing monitoring tool by administration. |
| Person Responsible | Debra Spradley (spradld@bay.k12.fl.us) |

| | |
|------------------|--|
| #2 | |
| Title | Behavior |
| Rationale | The rationale for this goal is to help reduce the loss of instructional time by students who violate school rules and the consequences result in a time out from the classroom due to administration visits, time outs, detentions and ISS in the school promise room or out of school suspensions. The belief is that our programs help build self-confidence and intrinsic motivation in the learning environment which in turns helps with peer conflicts and overcoming adversity and challenging situations |

| | |
|---|---|
| State the measurable outcome the school plans to achieve | The measurable outcome that our school plans to achieve is to reduce our student discipline referrals by 5% through teaching, modeling, and building of appropriate behaviors and character. |
| Person responsible for monitoring outcome | Vern Barth (barthvl@bay.k12.fl.us) |
| Evidence-based Strategy | TSE will utilize two different strategies to assist with school behaviors aside from office referrals. The first is ClassDojo. This is a classroom communication app used between parents and teachers. It connects parents and teachers on a student's conduct and performance through real-time reports as well as a feed for photos and videos during the school day. Evidence proves that increased parental communication assists in improving classroom behaviors. Another strategy is the use of PBIS (Positive Behavior Intervention System) It uses of evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional, and behavioral competence of all students Specific strategies that align with our school PBIS plan include: distribution of panther bucks, school-wide recognition opportunities on our ITV, school-wide celebrations, incentives both within classroom & school-wide as well as tracking behaviors using data to problem-solve solutions and recognize potential patterns used in prevention. |
| Rationale for Evidence-based Strategy | Research and evidence tell us by reducing the negative, disruptive or distracting behaviors, we can enhance and improve the chances that effective teaching and learning will occur in the classroom, both for the students exhibiting problem behaviors and for their classmates. Within our MTSS program, all students receive prevention strategies delivered at the school-wide and classroom levels. We use a data tracking google form to accumulate data that is called Minor Infraction form that aligns with a classroom management flowchart to help teachers determine classroom managed behaviors vs administratively managed behaviors. In this model, all prevention and intervention strategies focus on identifying socially appropriate replacement behavior, specifically teaching the replacement behavior, and using a variety of consequence strategies to minimize reinforcement of problem behavior. We reward positive behaviors and discourage negative or inappropriate behaviors through our school-based PAWS program. |

| | |
|--------------------|--|
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Character Ed - The school will host a 15 to 20 block of character education following a set curriculum that is used in many areas around the school. 2. PBIS - Tommy Smith is a PBIS school. Our PBIS team for this school year will meet monthly to support teachers with implementation of PBIS classroom plans, analyze discipline data, and organize school-wide events promoting positive behavior. The team will consist of members from each grade level. |

3. Build on tier 1 behavior classroom plan. TSE will utilize a PROMISE room to help reduce negative behaviors and allow students to return to class in a timely manner without the need for office discipline referrals or ISS/OSS. Teachers use a discipline flow chart to determine the level of the infraction (minor-major) as well as when to send a student to the PROMISE room before behavior turns into an office referral.

4. Implementation of EL curriculum which is intertwined with character education components and call attention to actions or behaviors that are positive and explain why it is best to model those behaviors.

5. We will use data from the Minor Infraction Form to help record and track behaviors and also to create problem-solving solutions and find ways to take a proactive approach to areas that need improvement.

Person Responsible Vern Barth (barthvl@bay.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

1. School safety:

One of the ways Tommy Smith adheres to safety on our campus is by using feedback from the district school safety assessment team that came to our school to assess strengths and weaknesses. We also used the FSSA to update school information and safety information. Tommy Smith Administration and our School Safety Officer also make sure there is strict implementation of school, district and state safety procedures and regulations especially those related to the Florida Senate Bill 7030 and 7026 or the Marjory Stoneman Douglas High School Public Safety Act to include locking of doors, safety window film, camera installation, manned open gates, locked entryways of exterior entrances and internal egress, trained SSO on campus, increased security measures for screening to include strict use of the RAPTOR system of all visitors without an approved badge.

2. Building stakeholder relationships:

Our school hosts several different events in order to encourage parents and teachers to join our PTO. Our PTO is an excellent way for all parents to become involved as it provides opportunities to volunteer. The School Volunteer Program is another way in which parents and other family members are invited to become active and involved members of our school family. Tommy Smith hosts a fall Open House. At the open house, our PTO serves pizza dinner prior to our Title 1 Annual Meeting. We use this as an opportunity to share our school information and help encourage our families to see what is happening in each part of our school. Our school orientation which is for our K-5 students starts our school off at the beginning of each school year as students and families are welcomed to our campus. Students meet their new teachers and classmates. We also utilize a School Advisory Council that is made up of teachers, administrators, parents, community leaders, and business partners. During our SAC meetings, team leaders, administrators, and guests we share current events and other exciting information taking place in the life of our school. Teachers at our school continuously encourage all of our parents to join and utilize Parent Portal. Our administration and media personnel help maintain our school website and social media streams such as Facebook and Twitter so that families may have access to a wide variety of resources. Links to teacher emails and class websites are readily available on the website and social media keeps them up to date with current information and sharing of good happenings across campus.

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 Schoolwide Improvement Plan 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, LINK 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.

“See the attached Title I Parent and Family Engagement Plan”

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 supports available to ensure the social-emotional needs of all students are being met. Our teachers teach and reteach school expectations. We use character education programs in conjunction with the needs of students with our PBIS program. We have two counselors who are available to work with individual and small groups of children that are having difficulty behaviorally, socially, or emotionally. We have an intervention teacher that also helps target student academic and behavioral needs. Our counselors provide grade-level guidance lessons based on data and targeted grade level behaviors during the character education block. 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 a School Psychologist for evaluations, Florida Therapy for more specialized counseling, Elevate Bay mentors. and Military Family Life Counselors for our military students and classes. TSE uses a Promise Room para to help students who have difficulty adhering to school norms and discipline policies. Our parent liaison and counselors also work diligently to meet the needs of students by using check-in/ check-out interventions, contacting parents, and providing community resources as needed. Our parent liaison also assist with attendance and provides the administration with any concerns that may arise. We will continue to utilize our counselor with Florida Therapy Services that allow us to provide on-site services to students and families in need. There is a new Telehealth program to help students and parents to help put them in touch with needed health services.

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

1. Tommy Smith Pre K programs visit kindergarten classrooms in the spring. 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 school wide data, the leadership team has identified the following problem-solving steps for monitoring structures and systems.

MAP given within the first 30 days to create a baseline for student academic performance.

Monthly data chats to determine student goals and strategies.

Progress monitoring after four weeks to determine core effectiveness.

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, 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

- improve educational services for children/youth in local and State institutions for neglected/delinquent children/youth

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

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

Title II, Part A

To provide grants to State educational agencies/subgrants to local educational agencies to

- increase student achievement consistent with the challenging State academic standards

- improve the quality and effectiveness of teachers, principals, and other school leaders

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

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

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.

Violence Prevention Programs

Adult Education

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

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

| | | | |
|---|--------|--------------------------|--------|
| 1 | III.A. | Areas of Focus: Academic | \$0.00 |
|---|--------|--------------------------|--------|

| | | | |
|---------------|--------|--------------------------|---------------|
| 2 | III.A. | Areas of Focus: Behavior | \$0.00 |
| Total: | | | \$0.00 |