Tommy Smith Elementary School

2021-22 Schoolwide Improvement Plan

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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: 8/31/2018

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	87%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	[Rachel Heide](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan was approved by the Bay County School Board on 9/28/2021.

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.](www.floridacims.org)

Purpose and Outline of the SIP

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

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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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	84%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	23%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

School Board Approval

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SIP Authority

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

Name	Position Title	Job Duties and Responsibilities
Spradley, Debra	Principal	The Florida Principal Leadership Standards Domain 1: Student Achievement: Standard 1: Student Learning Results. Effective school leaders achieve results on the school's student learning goals. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state. Standard 2: Student Learning as a Priority. Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. The leader: Enables faculty and staff to work as a system focused on student learning; Maintains a school climate that supports student engagement in learning; Generates high expectations for learning growth by all students; and Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school. Domain 2: Instructional Leadership: Standard 3: Instructional Plan Implementation. Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. The leader: Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction; Engages in data analysis for instructional planning and improvement; Communicates the relationships among academic standards, effective instruction, and student performance; 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 Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula. Standard 4: Faculty Development. Effective school leaders recruit, retain and develop an effective and diverse faculty and staff. The leader: 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; Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction; Employs a faculty with the instructional proficiencies needed for the school

Name	Position Title	Job Duties and Responsibilities
		population served; 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; Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year. Standard 5: Learning Environment. Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population. The leader: 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; Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning; Promotes school and classroom practices that validate and value similarities and differences among students; Provides recurring monitoring and feedback on the quality of the learning environment; 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. Domain 3: Organizational Leadership Standard 6: Decision Making. Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data. The leader: Gives priority attention to decisions that impact the quality of student learning and teacher proficiency; Uses critical thinking and problem solving techniques to define problems and identify solutions; Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed; Empowers others and distributes leadership when appropriate; and Uses effective technology integration to enhance decision making and efficiency throughout the school. Standard 7: Leadership Development. Effective school leaders actively cultivate, support, and develop other leaders within the organization. The leader:

Name	Position Title	Job Duties and Responsibilities

Identifies and cultivates potential and emerging leaders;
Provides evidence of delegation and trust in subordinate leaders;
Plans for succession management in key positions;
Promotes teacher-leadership functions focused on instructional proficiency and student learning; and
Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.
Standard 8: School Management.
Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.
The leader:

Organizes time, tasks and projects effectively with clear objectives and coherent plans;
Establishes appropriate deadlines for him/herself and the entire organization;
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.
Standard 9: Communication.
Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.
The leader:

Actively listens to and learns from students, staff, parents, and community stakeholders;
Recognizes individuals for effective performance;
Communicates student expectations and performance information to students, parents, and community;
Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;
Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.
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.
Domain 4: Professional and Ethical Behavior:
Standard 10: Professional and Ethical Behaviors.
Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.
The leader:

Adheres to the Code of Ethics and the Principles of Professional Conduct

Name	Position Title	Job Duties and Responsibilities
		for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership; 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; 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; Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.
Arthur, Alison	Teacher, K-12	
Huber, Joy	Teacher, K-12	
Hutchison, Candi	Teacher, K-12	
Strickland, Myra	Curriculum Resource Teacher	
Rogers, Denise	Teacher, K-12	
Spivey, Virginia	Teacher, K-12	
Marshall, Charlotte	Administrative Support	
Maines, Cinda	Teacher, ESE	
Cassady, Gale	Teacher, K-12	

Demographic Information

Principal start date
Friday 8/31/2018, Debra Spradley

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
22

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
9

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

582

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

4

Demographic Data

Early Warning Systems

2021-22

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	75	74	90	111	82	90	0	0	0	0	0	0	0	522
Attendance below 90 percent	24	19	28	34	19	20	0	0	0	0	0	0	0	144
One or more suspensions	1	0	0	1	4	4	0	0	0	0	0	0	0	10
Course failure in ELA	0	3	1	5	2	3	0	0	0	0	0	0	0	14
Course failure in Math	0	2	1	2	1	5	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	17	22	0	0	0	0	0	0	0	43
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	30	24	0	0	0	0	0	0	0	57
Number of students with a substantial reading deficiency	0	5	4	7	5	5	0	0	0	0	0	0	0	26

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	1	2	1	4	15	19	0	0	0	0	0	0	0	42

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

Date this data was collected or last updated

Tuesday 8/31/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	67	70	96	78	80	77	0	0	0	0	0	0	0	468
Attendance below 90 percent	8	12	18	12	7	6	0	0	0	0	0	0	0	63
One or more suspensions	0	2	3	7	3	8	0	0	0	0	0	0	0	23
Course failure in ELA	0	0	1	0	0	2	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	8	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	8	0	0	0	0	0	0	0	10

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	1	4	2	3	8	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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	2	1	0	0	0	0	0	0	0	0	3

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	67	70	96	78	80	77	0	0	0	0	0	0	0	468
Attendance below 90 percent	8	12	18	12	7	6	0	0	0	0	0	0	0	63
One or more suspensions	0	2	3	7	3	8	0	0	0	0	0	0	0	23
Course failure in ELA	0	0	1	0	0	2	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	8	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	8	0	0	0	0	0	0	0	10

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	1	4	2	3	8	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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	2	1	0	0	0	0	0	0	0	0	3

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				65%	55%	57%	62%	50%	56%
ELA Learning Gains				61%	59%	58%	49%	49%	55%
ELA Lowest 25th Percentile				54%	57%	53%	40%	45%	48%
Math Achievement				65%	56%	63%	71%	57%	62%
Math Learning Gains				60%	54%	62%	62%	57%	59%
Math Lowest 25th Percentile				40%	42%	51%	33%	46%	47%
Science Achievement				62%	53%	53%	74%	50%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	61%	61%	0%	58%	3%
Cohort Comparison						
04	2021					
	2019	62%	58%	4%	58%	4%
Cohort Comparison		-61%				
05	2021					
	2019	58%	56%	2%	56%	2%
Cohort Comparison		-62%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	62%	62%	0%	62%	0%
Cohort Comparison						
04	2021					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	60%	59%	1%	64%	-4%
Cohort Comparison		-62%				
05	2021					
	2019	63%	54%	9%	60%	3%
Cohort Comparison		-60%				

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	60%	54%	6%	53%	7%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Tommy Smith uses MAP and FSA data to determine progress monitoring.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			36/74 49%
	Economically Disadvantaged			16/44 36%
	Students With Disabilities			4/16 25%
	English Language Learners			1/1 100%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			42/74 57%
	Economically Disadvantaged			19/44 43%
	Students With Disabilities			4/16 25%
	English Language Learners			1/1 100%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			28/85 33%
	Economically Disadvantaged			10/44 23%
	Students With Disabilities			5/13 38%
	English Language Learners			0/1 0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			45/85 53%
	Economically Disadvantaged			19/44 43%
	Students With Disabilities			8/13 62%
	English Language Learners			1/1 100%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			52/96 54%
	Economically Disadvantaged			23/55 42%
	Students With Disabilities			7/19 37%
	English Language Learners			1/1 100%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			40/96 42%
	Economically Disadvantaged			17/55 31%
	Students With Disabilities			5/19 26%
	English Language Learners			1/1 100%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			36/55 65%
	Economically Disadvantaged			18/49 37%
	Students With Disabilities			5/22 23%
	English Language Learners			N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			30/85 35%
	Economically Disadvantaged			13/49 27%
	Students With Disabilities			3/22 14%
	English Language Learners			N/A

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			41/80 51%
	Economically Disadvantaged			19/51 37%
	Students With Disabilities			6/13 46%
	English Language Learners			N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			46/81 57%
	Economically Disadvantaged			21/51 41%
	Students With Disabilities			6/13 46%
	English Language Learners			N/A
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			43/81 53%
	Economically Disadvantaged			24/51 47%
	Students With Disabilities			7/13 54%
	English Language Learners			N/A

Subgroup Data Review

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	29	27		30	53		29				
BLK	40			40							
MUL	47			47							
WHT	54	47	33	48	47	42	61				
FRL	43	41	42	34	28	27	48				

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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				

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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	319
Total Components for the Federal Index	7
Percent Tested	100%
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 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	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
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	47
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	47
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	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

COVID-19, Quarantines and Virtual School have contributed to loss of learning across grade levels, subgroups and core content areas.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data component that showed the lowest performance for our school is our students with disabilities at 34%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The following were contributing factors for the low performance of this subgroup: Hurricanes, Covid-19 and Quarantines from 2018 to the present resulting in lost instructional time and PLC Planning days. The Virtual Learning due to various learning styles was also a factor.
Within our academic area of focus, we will work to increase 7% overall in ELA, and continue to implement math and science strategies to target our SWD.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data component that showed the most improvement was in achievement, gains and the overall score was ELA and in the lowest 25% of students.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The actions that our school took that helped was implementing PAWS (remediation and enrichment time) with consistency and supports with push in paras and teachers to help students in classrooms. Another action was the addition of Scholastic News. Additionally, our goal to reduce distractions, alleviate interruptions and protect instructional time contributed to improvement.

What strategies will need to be implemented in order to accelerate learning?

We will continue PAWS and Scholastic News. We will also focus on HMH and I-Ready curriculum.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will need District Training in IReady. PLCS, Planning days and data chats will serve as vehicles for sharing information and strategies.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will use IReady scores to identify and monitor the lowest 25% in math, reading and science to 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.
Teachers will continuously analyze

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	The Florida State Assessment measures students' ability to demonstrate mastery of state standards in ELA. Students scoring a Level 3 or above are considered to meet grade level mastery of state standards measured on the FSA. Based on the current released data 32% of the third grade students tested scored a Level 1 on the 2021 FSA ELA. Additionally 18% percent of third grade students tested scored a Level 2 on 2021 FSA ELA. This represents a total of 50% of third grade students that participated in FSA testing scored below the state's criteria for proficiency. Based on the released data 31% of tested fourth grade students scored a Level 1 on the 2021 FSA ELA. Additionally 20% of tested fourth graders scored a Level 2. This represents a total of 51% of fourth graders that participated in FSA testing scored below the state's criteria for proficiency.
Measurable Outcome:	Students in grade 3 will demonstrate an increase of at least 3 percent increase in the percentage of proficient students on the 2022 FSA ELA. This will increase proficiency from 50% to 53%. Students in grade 4 will demonstrate an increase of at least 3 percent increase in the percentage of proficient students on the 2022 FSA ELA. This will increase proficiency from 49% to 52%.
Monitoring:	Student progress will be monitored through teacher observation, formative and summative assessments, diagnostic assessments and progress monitoring probes. Teachers will meet weekly in PLCs to discuss and monitor student progress and classroom data. Student progress will also be monitored through iReady Diagnostic assessments three times per year and more frequently through Growth Monitoring Assessments.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Bay County has adopted a new state approved ELA Curriculum , Houghton Mifflin Harcourt, which is correlated with the new FL BEST Standards. This curriculum is designed to provide quality instruction on the new BEST standards through a gradual release model starting with whole group lessons then allowing students to interact with the text and practice the skills in small group and individualized activities. In addition the curriculum includes Table Top lessons designed to differentiate instruction in small groups and enables grade level texts to be accessible to all learners. In addition, the curriculum includes Table Top lessons for ELL students allowing them to access and interact with grade level texts and skills as well. Along with the implementation of the HMH curriculum, students' progress will also be monitored through iReady. Students will participate in diagnostic assessments in Fall, Winter and Spring. This diagnostic data will be used to identify students that need additional support and interventions. In addition students will be assigned individualized lessons to address learning deficits. Students will participate in growth monitoring assessments more frequently in order to determine student progress and needs.
Rationale for Evidence-based Strategy:	Houghton Mifflin Harcourt Into Reading core adopted instructional materials for K-5 English Language Arts. The series was reviewed and approved by the FLDOE for inclusion on the State Adopted List at time of adoption and purchase. To improve instruction and learning, BDS teachers incorporate explicit, direct instruction (effect size of .60) adn scaffolding (effect size of. 82) based on Hattie's research (Visible Learning: John Hattie 2017)
Action Steps to Implement	

Teachers will participate in Houghton Mifflin Harcourt virtual training facilitated by district ELA Instructional Specialists. This series of training will guide teachers in the implementation of the curriculum. Follow-up trainings will be conducted both virtually and in person by the district's ELA Instructional Specialists.

Person Responsible Debra Spradley (spradld@bay.k12.fl.us)

Teachers will meet in PLCs to analyze formative and summative assessment data along with iReady diagnostic and growth monitoring data. Administrators will take part in these PLC meetings to ensure that the curriculum is being instructed with fidelity and that students are receiving necessary support and interventions.

Person Responsible Debra Spradley (spradld@bay.k12.fl.us)

For any student who has not responded to a specific reading intervention delivered with fidelity and with the initial intensity provided (time and group size), reading intervention instruction and/or materials may be changed based on student data. Diagnostic assessments will be required to identify specific needs (areas of strengths and weaknesses.) Further, schools are supported with district MTSS Staff Training Specialists and meet monthly to review student data, progress, and intervention materials. Additionally, schools follow the Comprehensive Evidence-Based Reading Plan and MTSS decision tree which indicates research based and evidence-based materials available for targeted interventions (Tier 2). If student data does not show progress at Tier 2 then adjustments will be made (teacher: student ration; time in intervention; intervention materials; instruction).

Person Responsible Debra Spradley (spradld@bay.k12.fl.us)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	Based on discipline data of the school compared to the state, the primary areas of concern determined by our PBIS team are to monitor our behaviors and discipline incidents in our cafeteria, playground/recess, during transitions and our arrival and dismissal areas. Our secondary areas of concern that we will monitor are in our classrooms and special area locations.
Measurable Outcome:	Based on a review of the discipline data for the 20-21 school year a total of 262 referrals were written with a majority of those (91) being for Inappropriate Behavior/Language. Our goal is to reduce the total number of referrals written by 10%.
Monitoring:	Specific data sources we collect from include office discipline referrals in Focus, minor infraction forms, monthly data chat meetings, monthly threat assessment meetings, and promise room logs. 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 consequential strategies to minimize reinforcement of problem behavior
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	We use PBIS (Positive Behavior Intervention System) to help provide a structure for our school culture and environment. This uses evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional, and behavioral competence of all students. Within our PBIS program, all students receive prevention strategies delivered at the school-wide and classroom levels. Specific strategies we will use that align with our school PBIS plan include distribution of panther bucks, school-wide recognition opportunities on our ITV, grade level and individual class celebrations, incentives both within the 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:	PBIS is a positive approach that is proactive and organized through the use of intervention practices for establishing a positive school culture and individual support for all students.

Action Steps to Implement

Staff was trained on PBIS and the process for documenting and tracking student behaviors.
Staff will be trained on PBIS strategies to prevent and intervene when necessary.
A classroom management flowchart was developed to help teachers determine classroom managed behaviors vs administratively managed behaviors.

Person Responsible	Debra Spradley (spradld@bay.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on discipline data of the school compared to the state, the primary areas of concern determined by our PBIS team are to monitor our behaviors and discipline incidents in our cafeteria, playground/recess, during transitions and our arrival and dismissal areas. Our secondary areas of concern that we will monitor are in our classrooms and special area locations.

We use PBIS (Positive Behavior Intervention System) to help provide a structure for our school culture and environment. This uses evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional, and behavioral competence of all students. Within our PBIS program, all students receive prevention strategies delivered at the school-wide and classroom levels. Specific data sources we collect from include office discipline referrals in Focus, minor infraction forms, monthly data chat meetings, monthly threat assessment meetings, and promise room logs. 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 consequential strategies to minimize reinforcement of problem behavior. We reward positive behaviors and discourage negative or inappropriate behaviors through our school-based PBIS program. Specific strategies we will use that align with our school PBIS plan include distribution of panther bucks, school-wide recognition opportunities on our ITV, grade level and individual class celebrations, incentives both within the classroom & school-wide as well as tracking behaviors using data to problem-solve solutions and recognize potential patterns used in prevention.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Our school builds a positive school culture by having an open door policy for teachers and staff. Hurricanes and COVID-19 have presented some unique challenges. Social Distancing in our buildings, wearing masks, not being able to have a normal hand shake when greeting someone, not having face to face conversations

and teaching from a computer screen has been hard. Absences have been insurmountable. Yet our teachers and staff have been champions in filling in the gaps whenever possible.
Our PBIS program aids in assisting with promoting positivity in our students. Panther Pride is paramount. We involve parents by providing resources for supporting school-wide literacy efforts through varied formats (Family Literacy events, 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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Our School Leader, Debra Spradley, is the key player in this task because of her leadership. Tommy Smith has supports in place to ensure the socio-economic 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 students 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 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 decisions. We utilize the resources provided to us for social and emotional support 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 utilizes a Promise Room Para to help students who have difficulty adhering to school norms and discipline policies. We have a Telehealth Portal available to help students and parents that assist them in accessing needed health services. Our Triad assists with de-escalating and redirecting students as needed. Our Parent Liason and counselors also work diligently to meet the needs of students by using check-in/out interventions, contacting parents, and providing community resources as needed. Our parent Liason also assists with attendance and provides the administration with any concerns that may arise. Our counselors and Triad will complete community care referrals for outside services to allow our school to provide onsite services to students and families in need.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	$0.00
		Total:	$0.00