

Bay District Schools

Tommy Smith Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	22
V. Reading Achievement Initiative for Scholastic Excellence	22
VI. Title I Requirements	25
VII. Budget to Support Areas of Focus	0

Tommy Smith Elementary School

5044 TOMMY SMITH DR, Panama City, FL 32404

[no web address on file]

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to give our students the tools to become respectful, responsible, safe, productive members of society.

Provide the school's vision statement.

Respect, Academics, and Good Character.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Allison, Julie	Assistant Principal	Assists the principal in the overall administration of the school and assumes leadership of the school in the absence of the principal, serves as an Instructional Leader; facilitates the work of PLCs, leads data driven discussions and planning, relates to students with mutual respect while carrying out a positive and effective discipline policy.
Spradley, Debra	Principal	Oversee day-to-day operations of the school, serve as an instructional leader, manage school logistics and budgets, monitor student growth and performance, adjust supports and services based on student needs, monitor teacher performance and provide guidance and support, ensure that the campus is safe and secure, build productive relationships with families, community members and other stakeholders.
Strickland, Myra	Instructional Coach	Knowledgeable about curriculum and instruction, engage in the delivery of professional development, including observing teachers, coaching and modeling instructional and assessment strategies, and providing feedback that ensures effective instruction and student achievement, analyzes student data and facilitates data driven discussions.
Suggs, Kelly	Teacher, K-12	Plan, prepare and deliver instructional activities to address state standards, Create positive educational climate, monitor student progress through formative and summative assessments, adjust instruction based on student need, collaborate with colleagues to plan instruction and interventions based on student data.
Kwarteng, Dana	Teacher, K-12	Plan, prepare and deliver instructional activities to address state standards, Create positive educational climate, monitor student progress through formative and summative assessments, adjust instruction based on student need, collaborate with colleagues to plan instruction and interventions based on student data.
Huber, Joy	Teacher, K-12	Plan, prepare and deliver instructional activities to address state standards, Create positive educational climate, monitor student progress through formative and summative assessments, adjust instruction based on student need, collaborate with colleagues to plan instruction and interventions based on student data.
Summerville, Brenda	Teacher, K-12	Plan, prepare and deliver instructional activities to address state standards, Create positive educational climate, monitor student progress through formative and summative assessments, adjust instruction based on student need, collaborate with colleagues to plan instruction and interventions based on student data.
Maines, Cinda	Teacher, ESE	Responsible for planning, developing, delivering and evaluating appropriate individualized educational services, identify the needs of

Name	Position Title	Job Duties and Responsibilities
		assigned students through formal and informal assessments, review student performance data and assessment data to develop appropriate goals and objectives for each student, collaborate with general education teachers to ensure all students receive standards based instruction.
Hoffman, Nicole	Teacher, K-12	Plan, prepare and deliver instructional activities to address state standards, Create positive educational climate, monitor student progress through formative and summative assessments, adjust instruction based on student need, collaborate with colleagues to plan instruction and interventions based on student data.
Brown, Jennifer	Teacher, K-12	Plan, prepare and deliver instructional activities to address state standards, Create positive educational climate, monitor student progress through formative and summative assessments, adjust instruction based on student need, collaborate with colleagues to plan instruction and interventions based on student data.

Stakeholder Involvement and SIP Development

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

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

We discuss data and needs with our school leadership team and they take information back to the grade level meeting for input on school wide goals. During in-service we disseminate data to all teachers, break down grade level data, look for trends, and formulate upcoming goals. We also seek input from our community stakeholders and parents at our School Advisory Council (SAC) Meetings.

SIP Monitoring

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

Classroom walkthroughs, student progress monitoring at monthly data chats, common planning (PLC) weekly minutes/input, staff feedback at monthly faculty meeting, and parental/community input during our quarterly SAC meetings.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5

Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	28%
2022-23 Economically Disadvantaged (FRL) Rate	87%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level								Total	
	K	1	2	3	4	5	6	7		8
Absent 10% or more days	2	6	2	5	9	3	0	0	0	27
One or more suspensions	6	3	11	27	13	9	0	0	0	69
Course failure in English Language Arts (ELA)	1	0	1	1	0	2	0	0	0	5
Course failure in Math	0	0	0	0	1	0	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	52	28	11	0	0	0	91
Level 1 on statewide Math assessment	0	0	0	40	43	24	0	0	0	107
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	0	1	1	0	2	0	0	0	5

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	6	3	11	27	13	9	0	0	0	69

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	1	3	9	1	0	0	0	0	17
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	24	19	28	34	19	120	0	0	0	244
One or more suspensions	2	0	0	2	0	1	0	0	0	5
Course failure in ELA	9	10	4	12	10	25	0	0	0	70
Course failure in Math	1	1	7	6	11	17	0	0	0	43
Level 1 on statewide ELA assessment	0	0	0	20	24	27	0	0	0	71
Level 1 on statewide Math assessment	0	0	0	24	32	28	0	0	0	84
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	9	10	4	12	25	0	0	0	0	60

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	0	28	34	24	27	0	0	0	115

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	2	2	12	0	2	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	24	19	28	34	19	120	0	0	0	244
One or more suspensions	2	0	0	2	0	1	0	0	0	5
Course failure in ELA	9	10	4	12	10	25	0	0	0	70
Course failure in Math	1	1	7	6	11	17	0	0	0	43
Level 1 on statewide ELA assessment	0	0	0	20	24	27	0	0	0	71
Level 1 on statewide Math assessment	0	0	0	24	32	28	0	0	0	84
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	9	10	4	12	25	0	0	0	0	60

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	0	28	34	24	27	0	0	0	115

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	2	2	12	0	2	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

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

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	40	47	53	53	51	56	53		
ELA Learning Gains				55			48		
ELA Lowest 25th Percentile				43			35		
Math Achievement*	46	50	59	49	48	50	47		
Math Learning Gains				58			45		
Math Lowest 25th Percentile				50			35		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	47	48	54	49	50	59	56		
Social Studies Achievement*					54	64			
Middle School Acceleration					42	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress		56	59						

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	164
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	357
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	26	Yes	3	2
ELL				
AMI				
ASN				
BLK	30	Yes	2	2
HSP	37	Yes	1	
MUL	45			
PAC				
WHT	43			
FRL	32	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	2	1
ELL				
AMI				
ASN				
BLK	25	Yes	1	1
HSP	50			
MUL	64			
PAC				
WHT	53			
FRL	45			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	40			46			47					
SWD	19			33			30				4	
ELL												
AMI												
ASN												
BLK	32			28							3	
HSP	32			42							2	
MUL	38			58							3	
PAC												
WHT	42			47			50				4	
FRL	32			34			35				4	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	53	55	43	49	58	50	49					
SWD	25	37	25	29	43	36	25					
ELL												
AMI												
ASN												
BLK	31			19								
HSP	55			45								
MUL	59	64		60	73							
PAC												
WHT	55	56	47	51	61	50	52					
FRL	44	51	40	38	51	46	43					

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	53	48	35	47	45	35	56					
SWD	29	27		30	53		29					
ELL												

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK	40			40								
HSP												
MUL	47			47								
PAC												
WHT	54	47	33	48	47	42	61					
FRL	43	41	42	34	28	27	48					

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

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

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	67%	52%	15%	54%	13%
04	2023 - Spring	45%	55%	-10%	58%	-13%
03	2023 - Spring	32%	47%	-15%	50%	-18%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	53%	54%	-1%	59%	-6%
04	2023 - Spring	41%	59%	-18%	61%	-20%
05	2023 - Spring	52%	53%	-1%	55%	-3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	48%	49%	-1%	51%	-3%

III. Planning for Improvement

Data Analysis/Reflection

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

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

5th Grade Science - We dropped from a 56% proficiency to a 48% proficiency. The students do not have prior background knowledge in Science and its vocabulary. In addition we feel that it is due to integrating Science into our ELA curriculum and not having a dedicated Science block during the day.

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

5th Grade Science - We dropped from a 56% proficiency to a 48% proficiency. The students do not have prior background knowledge in Science and its vocabulary. In addition we feel that it is due to integrating Science into our ELA curriculum and not having a dedicated Science block during the day.

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.

4th Grade Math had the greatest gap when compared to the state average of 61%, TSE 42%. We feel the factors that contributed to this gap is the continued unfinished learning that this group of students had for consecutive years.

3rd Grade Reading was very close to the same gap when compared to the state average of 50%, TSE 32%. We feel the factors that contributed to this gap is the continued unfinished learning that this group of students had for consecutive years.

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

4th Grade Math Learning Gains of the Lowest increased from 35% in the 21-22 school year to 50% in the 22-23 school year. Our teachers looked at each student's progress and weakness and taught in small groups to meet the reteaching need(s) of each student.

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

NA

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

Positive Culture and Environment
 ELA Fast Testing- Subgroups: Students with Disabilities and African American
 Science testing performance- Fifth Grade

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

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

Our school builds a positive school culture by having an open door policy for teachers and staff. 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 (such as Family Literacy Events through our Title 1 Parent Involvement/Parent Liaison Connections, LINK Alerts, Social Media, and Parent Portal). Our low performing subgroup, Students with Disabilities and African American, will be addressed through our school wide PBIS incentives.

Measurable Outcome:

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

Our goal is to reduce our Discipline Office Referrals by 10% specifically in the area of Inappropriate Behavior.

Monitoring:

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

We will follow student data of behavior through the information that is compiled and analyzed at our monthly data chats with grade level teachers, monthly PBIS meetings with school PBIS leadership, and our monthly CARE team meetings with counselors and Triad Team Members. The meetings consist of looking at data gained through grades, tier graphs, behavioral plans, and attendance to be able to target specific students with needs.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

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

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. 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. Our Triad assists with de-escalating and redirecting students as needed. Our Parent Liaison, Triad Team, 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 Liaison 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.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

PBIS team will refine (or develop) schoolwide expectations which will be posted throughout the campus.

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

By When: The first day of school.

PBIS Team will meet monthly to review data, identify areas of need, and adjust procedures to meet the needs of students and staff.

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

By When: SY 23-24 - monthly meetings

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

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

We noticed a need in the areas of vocabulary, sight words, background knowledge, and comprehension. Our data from last year pointed to our area of focus: 3rd grade reading was 18% lower than the state and 4th grade reading was 12% lower than the state. We are targeting the subgroups, Students with Disabilities due to being the second year that they have not met the state's subgroup expectations of 41%, and the African American Subgroup that has not met the expectations of the state of 41% for 1 year.

Measurable Outcome:

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

Our goal is to increase our overall reading proficiency by 5% while also focusing on the students in the two subgroups (Students with Disabilities and African American) to reach the 41% proficiency level on the 23-24 ELA FAST.

Monitoring:

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

Student progress will be monitored through teacher observation, formative and summative assessments, diagnostic assessments, and state progress monitoring. 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.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

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

Bay County has adopted a 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. 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.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Houghton Mifflin Harcourt Into Reading is the adopted core 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) and scaffolding (effect size of .82) based on Hattie's research (Visible Learning: John Hattie 2017)

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

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 (sprald@bay.k12.fl.us)

By When: PLC take place weekly among the grade levels throughout the SY 23-24.

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. 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 ratio; time in intervention; intervention materials; instruction).

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

By When: This is an ongoing process which begins the first month of the school year and is completed the last month of school.

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

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

We have noticed that our fifth grade students have gaps in learning in relation to the science curriculum. A lack of prior knowledge and being economically and geographically disadvantaged, our students have not had the opportunities to have hands on or life experiences in comparison to others.

Measurable Outcome:

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

Our fifth grade students will increase their NGSSS score in science by 5% as shown by test scores at the end of the 23-24 school year.

Monitoring:

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

Student progress will be monitored through teacher observation, and formative and summative assessments. Teachers will meet weekly in PLCs to discuss and monitor student progress and classroom data. Student progress will also be monitored through online science progress monitoring testing given in the fall, winter, and spring.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

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

Bay County has adopted a state approved Science curriculum, Savvas' Elevate Science which is correlated with the NGSSS Standards. This curriculum is designed to provide quality instruction on the NGSSS 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 hands on lab activities. Along with the implementation of the Savvas' Elevate Science, students' progress will also be monitored through teacher observations and formative assessments. 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 Intervention:

Explain the rationale for selecting this specific strategy.

Savvas' Elevate Science is the adopted core instructional materials for Science. 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) and scaffolding (effect size of .82) based on Hattie's research (Visible Learning: John Hattie 2017)

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Teachers will meet in PLCs to analyze formative and data along with Science 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)

By When: PLC meetings take place each week throughout the SY 23-24.

The master schedule has been adjusted to allow a dedicated time each day for science instruction.

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

By When: The beginning of school.

Teachers are required to have a science related hands-on lab activity once a week.

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

By When: The second week of school.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

In Bay District, we are a collaborative team. Together, the district office supports school leaders and staff members in developing spending plans that are directly aligned with their SIP goals. With the leadership of our Director of Federal Programs, the district monitors expenses bi-weekly and updates the financial spreadsheet. In an effort to be transparent, this spreadsheet is shared with stakeholders including district leaders, school leaders and pertinent school staff members. In the event there is a need to update or modify the plan based on change in need, then the group collaborates to develop and amend.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

According to the STAR assessment: 62% at or above in Kindergarten; 37% at or above in First Grade; 51% at or above in Second Grade
According to the iReady assessment: 80% at or above in Kindergarten; 41% at or above in First Grade; 54% at or above in Second Grade

Grades 3-5: Instructional Practice specifically related to Reading/ELA

According to the FAST assessment: 32% at or above in Third Grade; 46% at or above in Fourth Grade; 67% at or above in Fifth Grade
According to the iReady assessment: 58% at or above in Third Grade; 44% at or above in Fourth Grade; 48% at or above in Fifth Grade

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Given the STAR PM3 assessment First Grade will increase their score by 13% with a focus on strategies from the science of reading as well as our HMH curriculum.

Grades 3-5 Measurable Outcomes

Given the FAST PM3 assessment Third and Fourth Grade will increase their scores to 50% (3rd increases 18%; 4th increases 4%) with focus on strategies from our HMH curriculum as well as the individual resources available through iReady Teacher Tool Box.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

*Midyear iReady and STAR/FAST PM2

*Students will be monitored weekly to achieve 80% or higher on their iReady lessons passed.

*Summative assessments from HMH curriculum will be monitored and where needed, standards will be retaught and retested

*Progress Reports will be created halfway through each 9 weeks

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Spradley, Debra, spradld@bay.k12.fl.us

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

All evidence-based practices/programs meet these criteria.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

These practices/programs have multiple resources that allow students' needs to be identified and met through many tools. According to the research shared these practices/programs have proven to be effective for the target population.

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Leadership: We have an ELA Liaison representative for each grade level. Literacy Coaching: We have Paula Ellis and district personnel coming throughout the year to meet with PLC teams. Assessment: HMH, STAR, FAST, iReady Professional Learning: iReady professional development is offered for 2 sessions throughout the year; District and Paula Ellis will come to meet with PLCs throughout the year; Beacon Reading Endorsement Courses Available	Spradley, Debra, sprald@bay.k12.fl.us

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

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

School Improvement Plans (SIP) are made publicly available via the Florida Department of Education, CIMS website: <https://www.floridacims.org/plans> and via the school website: <https://tommymith.bay.k12.fl.us/>. The yearly BDS Title I Newsletter will provide the CIMS link to the SIP/SWP, which contains the UniSIG budget. The newsletter is translated into the language parents can understand and distributed to parents via PeachJar. Paper copies of the plan are provided upon request. Our school sends out monthly school newsletters and hosts four SIP Meetings during the school year which also informs parents about the location of the SIP and/or updates to the plan. These communication tools go out to parents via a paper copy, Facebook, Dojo, and PeachJar. The SIP/SWP will be discussed at the Title I Annual Meeting and during SAC meetings. The SAC will progress monitor the implementation of the plan.

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

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

With the input of parents, a Parent and Family Engagement Plan (PFEP) has been developed for the 23-24 school year and a summary of the PFEP will be disseminated electronically to parents at the beginning of the year. The PFEP is also available on the school website: <https://tommymith.bay.k12.fl.us/>. The PFEP outlines the meetings, workshops, and communications planned to engage parents, build parents' capacity in order to be fully involved in their child's education, meet their child's needs, and increase academic achievement; which will fulfill the school's mission. It also outlines the training for teachers, administrators, and other staff to promote positive relationships with parents. The PFEP is sent home via a paper copy, Dojo, and PeachJar. Parents are able to monitor their child's progress 24/7 using the Parent Portal. The following Title I expenditures will support the implementation of the PFEP:

- a parent liaison;
- parent communications;
- parent workshops (refreshments and supplies)
- supplies for parent engagement

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

At Tommy Smith Elementary, we utilize rigorous instruction and productive PLCs to guide our faculty to help our students reach their achievement goals. Our job is to maintain instructional momentum and as

such we use Title 1 funds for 1 Classroom teacher, 8 Classroom paraprofessionals, 1 ESE paraprofessional, and 1 Copier rental to enhance and engage instruction. These resources allow us to focus on teaching quality curriculum and enhancing the quality of instruction by not only maintaining instructional momentum also providing hands-on instruction and creating core memories for our students.

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

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

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

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

Title IX, Part A funds provide social workers, student support care managers, and intervention teachers to work with students who have been identified as homeless to remove barriers that prevent regular attendance, full participation, and academic success.

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

Optional Component(s) of the Schoolwide Program Plan

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

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

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

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

NA

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

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

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

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

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

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

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