

Tommy Smith Elementary School



2014-15 School Improvement Plan

Tommy Smith Elementary School

5044 TOMMY SMITH DR, Panama City, FL 32404

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
68%

Alternative/ESE Center
No

Charter School
No

Minority
12%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	B	A

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	25
Appendix 2: Professional Development and Technical Assistance Outlines	26
Professional Development Opportunities	27
Technical Assistance Items	29
Appendix 3: Budget to Support Goals	30

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Together the Tommy Smith Elementary team will use data-based strategies to teach academic and behavioral standards to ensure student success.

Provide the school's vision statement

Together, the Tommy Smith Elementary family will create a school of excellence by being safe, respectful, and responsible.

School Environment

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

At Tommy Smith our teachers work very hard to learn about all aspects of our students and build relationships with them. Building a sense of community in every classroom is essential as well. At the beginning of each year, our teachers give a battery of surveys to our students, including but not limited to, multiple intelligences, student interest inventories, and academic screeners. Also, students have data notebooks that they, collaboratively with the teacher, create goals for themselves and thus become partners in the learning process.

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

Tommy Smith Elementary has been a Positive Behavior Support school for many years. As a part of our overall PBS plan, we have three schoolwide expectations: Be Safe, Be Respectful and Be Responsible. Everything that takes place at TSE aligns with these expectations. Our staff has created arrival, cafeteria, and bus rules that work with these expectations. After school Bay Base also embraces these rules and expectations. These rules help ensure that everyone is safe and respected before, during and after school.

School-wide, teachers utilize the curriculum "Bullyproofing Your School" as a means to teach students how to solve conflicts and prevent bullying.

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

As mentioned above, Tommy Smith Elementary has been a Positive Behavior Support school since 2007. We have been a PBS Model School in the state of Florida for 5 years. Our goal is to teach, encourage, and reward positive behavior in all areas. Our three expectations are Be Safe, Be Respectful, and Be Responsible. All classroom behavior management systems are aligned with PBS as well. Training is provided in PBS every year during pre-school inservice to ensure that the faculty and staff are up-to-date on the PBS philosophy as well as the previous year's data. We continually look at behavior data to make adjustments to our behavior instructional core, as well as developing MTSS Behavior Plans for students who require supports in addition to the Core. The PBS Leadership Team oversees this process.

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

Tommy Smith has several programs and opportunities available to ensure the social-emotional needs of all students are being met. Our teachers are very cognizant of needs of students and go out of their way to address any concerns they can. Our guidance counselors provide grade level guidance lessons based on data and targeted grade level behaviors approximately every 5 weeks. Our media specialist opens the library every morning to a variety of groups to reach at-risk students including Homework Club, Boys' Book Club, and Journalism Club. This gives those students a place to be involved and meets many of those emotional needs. In Bay District, we also have access to Licensed Mental Health Counselors that are available to our military families as a resource.

Early Warning Systems

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

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

This data is from the end of the 2013-14 school year. There were 176 students with attendance below 90%, with the highest numbers in K, 1, and 2. The data shows there were 25 incidents of out of school suspension. When looking at final year grades, there were only 18 students school wide with an F in either ELA or Math. There were 85 students in grades 3-5 that scored a 1 on either FCAT Reading or Math in the spring of 2014.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	42	41	30	22	23	18	176
One or more suspensions	4	5	4	2	5	5	25
Course failure in ELA or Math	0	8	1	3	2	4	18
Level 1 on statewide assessment	0	0	0	33	19	33	85

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	1	11	16	23	14	25	90

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

We are constantly looking at the data to drive the instruction at TSE. We keep a continuous spreadsheet of data on all students in order to progress monitor interventions. We go through the MTSS process for academics and behavior, and prior to placing students on MTSS plans, we ensure that there has been distinct differentiation in the core. For attendance, we have a layer in our PBS system that provides an incentive for students to attend school. They earn "attendance bucks" and

must have a certain number to participate in the school wide reward days. Students set goals for themselves on Discovery Education Assessments to motivate them to increase their performance.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/200875>.

Description

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

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

Tommy Smith Elementary has built a community partnership with a local church - Bear Creek Assembly of God. This partner works with us throughout the year to provide morale boosters for our teachers, such as appreciation lunches. They also host food distributions for our school families to come and receive food. Also, several community businesses donate coupons, free meals, and other items that can be used as rewards for academic or behavioral achievements.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Stryker, Lynn	Principal
Evans, Katrina	Assistant Principal
Campbell, Bonnie	Teacher, K-12
Cowling, Jodi	Teacher, K-12
Mistrot, Loretta	Teacher, K-12
Morris, Sherry	Teacher, K-12
Perry, Laura	Teacher, K-12
Ramey, Tonia	Guidance Counselor
Spivey, Virginia	Teacher, K-12
Stockstill, Christine	Teacher, K-12
Varnum, Latriva	Guidance Counselor

Duties

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

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

The Literacy League monitors all areas of literacy with an emphasis on the Florida Continuous Improvement Model's process of designing coherent instruction. The LL designs focus lessons based on data from universal assessment and DE assessment data.

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

The PBS Team oversees the behavioral components for the school by monitoring behavioral trends and developing processes that support the school's vision.

The SAC is the body that monitors the SIP process and makes recommendations to the SIP Team as needed.

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

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

A) Universal screeners have been identified for schoolwide use within the first thirty days.

B) Based on screener results, teachers meet with guidance/administration in data chats to determine interim student goals with differentiated strategies.

C) Progress monitoring occurs after four weeks; determination as to core effectiveness. If needed, student moves into specialized instruction, i.e. program service delivery, MTSS Tier 2 plan.

Title I, Part A

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

Title I, Part C- Migrant

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

- Advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition and social services.
- Support for schools serving migrant students

- Family literacy programs, including such programs that use models developed under Even Start
 - The integration of information technology into educational and related programs and programs to facilitate the transition of secondary school students to post secondary education or employment
- Title I, Part D

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

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

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

Title III

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

Title X

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

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

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

Supplemental Academic Instruction (SAI)

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

Supplemental instruction strategies may include, but are not limited to

- modified curriculum
- reading instruction

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

Violence Prevention Programs

The District provides "Bully-Proofing Your School" curriculum to all schools. Administrators are provided initial training. Selected Middle Schools participate in the Prevention Partnership Grant, "Life Skills." Each school has submitted a School-wide Violence and Bullying Prevention Plan. There is a Safe Schools website with links to additional training modules. There is also a District webpage that addresses safe schools, anonymous reporting of bullying and other resources. Additional programs such as, but not limited to, Freedom 180 are provided by Community agencies and must be scheduled through the District Public Relations Director.

Nutrition Programs

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

Housing Programs

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

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

Head Start

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

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

Adult Education

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

of mastery of competencies.

Career and Technical Education

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

Job Training

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Lynn Stryker	Principal
Bonnie Campbell	Teacher
Leonie Moore	Education Support Employee
Pam Tate	Business/Community
Rebecca Laster	Parent
Shawna Callahan	Parent
Debra Hutto	Parent
Carolyn Teitelbaum	Parent

Duties

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

Evaluation of last year's school improvement plan

SAC met in Spring and Fall of 2014 to review data reflected in the 13-14 school improvement plan. Members were presented with the results of the strategy implementation from the previous year. As a group, the SAC decided to continue with the goal from last year, making some adjustments to strategies.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

In the spring of 2014, the principal met with the SAC and shared with them the proposed budget for 14-15 as well as teaching allocations for 14-15. SAC members were given the opportunity to provide suggestions for fund usage in the 14-15 budget.

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

In 2013-14, SAC was allocated 3,292.00 in School Improvement Funds.
The committee decided to make the following purchases with these funds:

- *Small group book sets with CD for listening stations (\$937)
- *Music Department - Sound equipment (\$439)
- *Technology including Chromebooks and Computer Stations (remaining funds)

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Campbell, Bonnie	Teacher, K-12
Mistrot, Loretta	Teacher, K-12
Morris, Sherry	Teacher, K-12
Spivey, Virginia	Teacher, K-12
Stockstill, Christine	Teacher, K-12
Carmichael, Angela	Teacher, K-12
Stockstill, Homer	Teacher, K-12
Varnum, Latriva	Guidance Counselor
Ramey, Tonia	Guidance Counselor
Stryker, Lynn	Principal
Evans, Katrina	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

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

Public and Collaborative Teaching

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

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

At Tommy Smith, our aim is to continue with a school wide Professional Learning Community that is focused on student needs and driven by student data. Over the last couple of years, TSE has worked to create the schoolwide PLC. Throughout that process, we have been able to identify key people within the school who have emerged as leaders at their grade levels. Those key people are now leading horizontal grade level PLC's and vertical (across grade levels) PLC's. These teachers who have been a part of this teacher leader group are continuing the work and we are building capacity for our teachers to

really work together to make the best decisions for students.

Daily, each grade level is given a 50 minute common planning time, as well as 30 additional planning minutes after school. In addition, we have implemented an additional focused common planning for teachers approximately every five weeks. During this time, teachers have an extra hour added to their 50 minute planning, which is 110 minutes of uninterrupted time to really focus on student data and build standards based assessments that will give an accurate picture of where the students are. The teacher leaders are facilitating these sessions as we are building capacity to do this work throughout the school.

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

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

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Tommy Smith is committed to instruction that is aligned to the Florida Standards. We ensure this is happening through continually unpacking standards to really understand the depth and rigor of the standards. All assessments, both formative and summative, are aligned to the standards as well. Classroom teachers and our leadership team review the results from these standards based assessments to progress monitor and gauge the student performance, as well as establishing next steps for instruction.

We are also keeping a focus on coherent instruction through Florida's Continuous Improvement Model. These FCIM lessons are directly tied to standards and provide a framework for student mastery of each standard as the year progresses. Teachers are able to make instructional decisions and course corrections as a result.

Instructional Strategies

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

Data disaggregation and differentiated instruction is such an integral part of the atmosphere at Tommy Smith, that it is the foundation for our school's mission statement. We look at the following data to make instructional decisions about how to best meet the instructional needs of students. Universal Screeners - At the beginning of every year, each student is administered screeners in Reading (DAR, Dibels, Discovery Education Assessment) and Math (beginning of the year benchmark assessments, Discovery Education Assessment, etc). These results are used to identify students with specific strengths and weaknesses and assist teachers in identifying the instructional levels of each student within his/her class.

Grade Level Data Chats - During grade level data chats, teachers, administration, and guidance counselors look critically at the data. At these meetings, recommendations are made as to whether students should remain in the core instructional program or if MTSS supports are needed to address the achievement gap. There is progress monitoring that occurs every four weeks in an effort to determine if the supports are in fact helping to close that achievement gap.

FCIM Benchmark Results - School wide, in the area of ELA, we have 7 day cycles where students are working explicitly on a certain ELA standard, and they are formatively assessed on mastery of that standard. These results allow teachers to identify students who have mastered the standard, and those who may still need further support in that particular area.

Differentiated instruction is expected and utilized in every classroom at Tommy Smith Elementary. For students who are consistently high achieving, we have Talented and Gifted classes at grades 4 and 5.

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

Strategy: Extended School Day

Minutes added to school year:

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy

Stryker, Lynn, strykll@bay.k12.fl.us

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

Computer reports will be utilized to monitor student progress within computer programs.
Office discipline referrals of boys in book club will be monitored, as well as overall academic and social performance within their individual classrooms.
Rate of homework return and grades will serve as data.
Assessment data will be reviewed for the students participating in these fine arts activities. Our goal is that these activities will have a positive effect in students' overall performance at school, both academically and behaviorally.

Student Transition and Readiness

PreK-12 Transition

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

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

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

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

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

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

G040005

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	60.0
ELA/Reading Gains	78.0
ELA/Reading Lowest 25% Gains	55.0
FSA - Mathematics - Proficiency Rate	50.0
Math Gains	85.0
Math Lowest 25% Gains	83.0
FCAT 2.0 Science Proficiency	55.0

Resources Available to Support the Goal 2

- Utilize School-wide designated MTSS Universal Screening and Problem Solving System
- Job-embedded professional development on assessment tools and data analysis to include MTSS
- Discovery Education Benchmark Assessments, District Writing Assessments, Common Mini-Assessments, and classroom data
- Lesson Planning for differentiation and interventions

Targeted Barriers to Achieving the Goal 3

- Lack of consistency with teacher understanding and usage of assessment tools and analyzing data
- Common planning for analysis of classroom, grade level and school wide data

Plan to Monitor Progress Toward G1. 8

Data from universal assessments, DE data, and FCIM assessments

Person Responsible

Lynn Stryker

Schedule

Quarterly, from 8/14/2014 to 5/20/2015

Evidence of Completion

Development of Focus lessons based upon data, MTSS Grade Level Data Chats, lesson plans, ongoing data discussions and reflection.

Action Plan for Improvement


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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key


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

 G040005

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

 B096626

G1.B2.S1 Implementation of a Teacher Leader Cadre – Teachers from various grade levels participating in a leadership study based on Rick DuFour's book, Learning By Doing. Teacher leaders take information from Cadre and facilitate PLC's at each grade level, focusing on data, identifying standards that need to be addressed based on the data, the DOK associated with those standards, and creating common assessments to assess those standards, taking into account FSA assessment formats. **4**

 S107854

Strategy Rationale

Action Step 1 **5**

Monthly meetings with Teacher Leader Group

Person Responsible

Lynn Stryker

Schedule

Monthly, from 8/14/2014 to 5/20/2015

Evidence of Completion

Agendas, Sign In Sheets, PLC Minutes

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

Creation and implementation of common assessments

Person Responsible

Lynn Stryker

Schedule

Every 6 Weeks, from 9/29/2014 to 5/20/2015

Evidence of Completion

Common assessments and results, minutes from meetings where teachers are reviewing this data

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

Surveys of teachers - reflection upon the process and how each grade level is progressing within the process

Person Responsible

Lynn Stryker


Schedule

Monthly, from 8/14/2014 to 5/20/2015


Evidence of Completion

Survey results from teacher leaders and school wide instructional practices survey results.

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

 B096627

G1.B3.S1 Approximately, every 5 weeks, teachers will be provided an extended common planning time during which their students will be supervised and engaged in other meaningful activities (STEM, Guidance, Keyboarding, etc.) During this time, teachers will work in their horizontal PLCs to examine data, standards, and to create common assessments. Faculty meetings will be “flipped.” Teachers will have time prior to the meeting to get the material so that the meeting time is used for PLC Work. **4**

 S138669

Strategy Rationale

Action Step 1 **5**

Build capacity for teacher leaders to facilitate extended common planning sessions - using Rick DuFour's book "Learning by Doing"

Person Responsible

Lynn Stryker

Schedule

Monthly, from 8/14/2014 to 5/20/2015

Evidence of Completion

Agenda and minutes

Action Step 2 **5**

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

Person Responsible

Lynn Stryker

Schedule

Every 6 Weeks, from 9/29/2014 to 5/11/2015

Evidence of Completion

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

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

Common assessments created every 5 weeks during these planning sessions.

Person Responsible

Lynn Stryker

Schedule

Every 6 Weeks, from 8/14/2014 to 5/20/2015

Evidence of Completion

Agendas, Sign-in Sheets, Minutes

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

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

Person Responsible

Lynn Stryker

Schedule

Every 6 Weeks, from 8/14/2014 to 5/20/2015

Evidence of Completion

Teacher Leader Meeting Agendas, Common Assessments and Results

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A1	Monthly meetings with Teacher Leader Group	Stryker, Lynn	8/14/2014	Agendas, Sign In Sheets, PLC Minutes	5/20/2015 monthly
G1.B3.S1.A1	Build capacity for teacher leaders to facilitate extended common planning sessions - using Rick DuFour's book "Learning by Doing"	Stryker, Lynn	8/14/2014	Agenda and minutes	5/20/2015 monthly
G1.B3.S1.A2	Teacher leaders will facilitate common planning sessions and grade levels will develop common assessments	Stryker, Lynn	9/29/2014	Common assessments developed by the team. Minutes from the planning times. Sign in sheets	5/11/2015 every-6-weeks
G1.MA1	Data from universal assessments, DE data, and FCIM assessments	Stryker, Lynn	8/14/2014	Development of Focus lessons based upon data, MTSS Grade Level Data Chats, lesson plans, ongoing data discussions and reflection.	5/20/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.MA1	Surveys of teachers - reflection upon the process and how each grade level is progressing within the process	Stryker, Lynn	8/14/2014	Survey results from teacher leaders and school wide instructional practices survey results.	5/20/2015 monthly
G1.B2.S1.MA1	Creation and implementation of common assessments	Stryker, Lynn	9/29/2014	Common assessments and results, minutes from meetings where teachers are reviewing this data	5/20/2015 every-6-weeks
G1.B3.S1.MA1	Teacher leaders will submit reflections or participate in reflective conversation from these planning sessions, as well as common assessments that were created as a result.	Stryker, Lynn	8/14/2014	Teacher Leader Meeting Agendas, Common Assessments and Results	5/20/2015 every-6-weeks
G1.B3.S1.MA1	Common assessments created every 5 weeks during these planning sessions.	Stryker, Lynn	8/14/2014	Agendas, Sign-in Sheets, Minutes	5/20/2015 every-6-weeks

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

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

G1.B2.S1 Implementation of a Teacher Leader Cadre – Teachers from various grade levels participating in a leadership study based on Rick DuFour's book, Learning By Doing. Teacher leaders take information from Cadre and facilitate PLC's at each grade level, focusing on data, identifying standards that need to be addressed based on the data, the DOK associated with those standards, and creating common assessments to assess those standards, taking into account FSA assessment formats.

PD Opportunity 1

Monthly meetings with Teacher Leader Group

Facilitator

Administration

Participants

Teacher Leader Group

Schedule

Monthly, from 8/14/2014 to 5/20/2015

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

G1.B3.S1 Approximately, every 5 weeks, teachers will be provided an extended common planning time during which their students will be supervised and engaged in other meaningful activities (STEM, Guidance, Keyboarding, etc.) During this time, teachers will work in their horizontal PLCs to examine data, standards, and to create common assessments. Faculty meetings will be “flipped.” Teachers will have time prior to the meeting to get the material so that the meeting time is used for PLC Work.

PD Opportunity 1

Build capacity for teacher leaders to facilitate extended common planning sessions - using Rick DuFour's book "Learning by Doing"

Facilitator

Administration

Participants

Teacher Leader Group

Schedule

Monthly, from 8/14/2014 to 5/20/2015

PD Opportunity 2

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

Facilitator

Teacher leaders

Participants

All teachers

Schedule

Every 6 Weeks, from 9/29/2014 to 5/11/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0