Springfield Elementary School

2016-17 Schoolwide Improvement Plan

Springfield Elementary School

520 SCHOOL AVE, Panama City, FL 32401

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	63%

School Grades History

Year	**2015-16**	**2014-15**	**2013-14**	**2012-13**
Grade	D	D*	D	

*Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

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 a monitoring status of "Former F" (see page 4). 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

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Springfield Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - [Rachel Heide](#)	Comprehensive Support & Improvement - Implementing Cycle 1 Dmt

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The highly-qualified staff and faculty of Springfield Elementary believe all children can learn. We value each student as an individual with unique physical, social, emotional, and intellectual needs. Our role in this community is to establish a strong foundation for learning by nurturing, guiding, and challenging all of our students to achieve their greatest potential through mastery of the Florida Standards and the Florida Next Generation Sunshine State Standards. We will accomplish this by providing a positive, safe, and secure environment that will enable our students to become confident, self-directed, lifelong learners.

b. Provide the school's vision statement.

Each student is a valued individual with unique physical, social, emotional, and intellectual needs. All students learn in different ways and at different rates and should be provided with a variety of instructional approaches to support their primary learning styles. Students learn best in a safe environment where they are actively engaged in the learning process and can apply their knowledge in a variety of ways. Our school is committed to continuous improvement enabling our students to become confident, self-directed, lifelong learners.

2. School Environment

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

Springfield Elementary School learns about students' cultures and builds relationships between teachers and students by various methods. Obtaining an ESOL endorsement is encouraged for all teachers and administrators in order to meet the differentiated needs of all of Springfield's population. This is crucial as the population of ESOL students increase. Teachers and staff are representatives of varying cultures and realize that relationships are they key to students' success for learning. Not only are relationships formed between teacher, staff, and students, but also through the use of mentors on campus. Different cultures are celebrated through holiday activities and after school activities. Opportunities to build relationships, between teachers and staff, are presented at the beginning of the year and continue to build throughout the year.

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

Springfield Elementary School creates an environment where students feel safe and respected before, during, and after school. All leadership and teachers are cohesive and understand their student demographics. The traffic pattern at Springfield this year ensures the safety of our students. We have a place on campus where students may be dropped off and picked up, from parents personal cars, away from the main street. This occurs for our bus pick up zone as well. As soon as students enter campus, in the morning, they are encouraged to eat a free breakfast in the cafeteria and then report to their assigned area, where they are safe and supervised, until picked up by their teacher, at the designated time. Springfield Elementary staff and teachers make sure that students feel respected from how students are treated in the classrooms to making sure that all students have the necessary clothing and shoes for school. A local church provide shoes for students in need with their service project, Shoes for Souls. Junior League provides school clothing and outerwear for

students. Local businesses and other churches provides uniforms and school supplies for students, so that all students have what they need for learning.

c. 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.

Springfield Elementary School uses PIBS, or Positive Behavior and Interventions and Supports System, to minimize distractions for students when engaged during instructional time. The plan is updated each year to address current needs of students. During Preschool Professional Development, our Positive Behavior Interventions and Supports System is reviewed with staff. This training includes protocols for disciplinary incidents and clear behavioral expectations for students.

Positive behavior is reinforced through the use of the Class Dojo website. Student behavior is acknowledged and rewarded through the website, and parents sign up in order to see daily reports of their student's behavior. Students qualify for PBS events based on percentages of positive points for behavior earned through Class Dojo. These events are provided periodically to provide incentive for students to continue positive behavior.

Teachers are expected to provide incentives in order to prevent minor behavior problems, such as not completing work. They also understand that parents should be involved in the process for these minor behavior problems through the use of Class Dojo. All teachers use a "buddy teacher" for behavior that takes away learning from other students before using an office referral. Communication is expected to occur with parents when this step is necessary. When this effort to refocus the student is not successful and learning is still at issue with other students, because of a student's behavior, an office referral is written and the student visits the Administrative Assistant, in charge of discipline for Springfield Elementary School. Consequences start with parent notifications/conferences, detentions, and move to In-school Suspension for part or all of the day. As a last resort, out of school suspension is employed. This strategy is used only sparingly because Springfield Elementary School understands that students need to be in class each day. The Bay District Schools Disciplinary Matrix for grades K-5 will serve as a guide for all disciplinary situations.

d. 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.

Springfield Elementary School ensures the social-emotion needs of all students are being met. This includes onsite counseling, referral for private counseling, and the use of a mentoring program. We are assigned an MTSS Behavior Specialist and a Social Interventionist that serves as a link between school, home, and medical care or other necessary services. This Social Interventionist makes home visits, assists parents with medical appointments, filling out necessary paper work, attends MTSS meetings, and works with teachers on Core Behavior for students as well. The district assigned Social Worker will work the increasing homeless population at Springfield Elementary.

3. 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).

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

* Attendance is 90% or below
* 1 or more suspensions
* Course failure in English Language Arts
* Academic frustration demonstrated in English Language Arts or Mathematics

* Level 1 on statewide assessment
* NWEA - below grade level
* Previous year retention
* Severe classroom behavior that interferes with learning/instruction

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	31	37	20	25	12	19	0	0	0	0	0	0	0	144
One or more suspensions	6	6	6	5	8	9	0	0	0	0	0	0	0	40
Course failure in ELA or Math	0	2	7	14	6	5	0	0	0	0	0	0	0	34
Level 1 on statewide assessment	0	0	0	63	35	31	0	0	0	0	0	0	0	129
NWEA - below grade level math	31	34	31	49	35	35	0	0	0	0	0	0	0	215
NWEA - below grade level ELA	47	38	32	40	24	36	0	0	0	0	0	0	0	217
Previous year retention	0	3	6	8	5	3	0	0	0	0	0	0	0	25

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	4	5	5	25	13	14	0	0	0	0	0	0	0	66

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

The strategies employed by Springfield Elementary School to improve the academic performance of students identified by the early warning system are as follows:
Students Attendance that falls 90% or below, received parent contact by the Parent Liaison encouraging attendance and prompt arrival to ensure bell-to-bell learning.
Students that acquired two or more suspensions will be placed on a Behavior Intervention Plan to include Check-In and Check-out with positive reinforcement. This motivates and holds students accountable daily for behavior. Strategies and interventions were employed to accommodate each situation and student. MTSS is utilized for students who have course failure/frustration in ELA or Math along with monthly team data chats. Monthly MTSS meetings are held with each grade level monthly with the MTSS Staff Training Specialist to address students who may be struggling academically. MTSS also utilized for students that score a Level 1 on the statewide assessment and/or below grade level on NWEA/MAP. In addition to the MTSS process, students receive instruction on their peformance level through small group SRA instruction, as well as standards based instruction on their grade level to ensure that academic needs are met.

B. Family and Community Engagement
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).

1. 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).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/314663.

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

2. 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.

Springfield actively recruits business and community partners to support the school and student achievement. These partnerships are built by developing relationships throughout our community. The Principal, teachers and Parent Liaison strategically asks for support in different areas from different organizations. Once the support is provided, gratitude is expressed in writing by the staff, Parent Liaison, and students. The expression of our gratitude allows the support from our partners to continue from year to year. They are also featured in our monthly Tiger Newsletter. Parent Trainings will be provided to help increase student academic achievement, as the need arises. Childcare will be provided as requested.

C. 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).

1. School Leadership Team

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

Name	Title
Brock, Russell	Principal
Wojnowski, Sheila	Assistant Principal
English, Carissa	Teacher, K-12
Adams, Crystal	Teacher, K-12
Griffin, Rachel	Teacher, K-12
Mills, Robin	Teacher, K-12
Sanders, Susan	Teacher, ESE
Steele, Jessica	Teacher, K-12
Hennessy, Kimberly	Teacher, K-12
Carl, Diane	School Counselor
Heath, Robert	Teacher, K-12
Llorens, Yesenia	Instructional Coach
Burke, Sebrina	Teacher, K-12
	Instructional Coach

b. Duties

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

Principal and Assistant Principal:
Provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing grade level standards, following MTSS requirements, conduct assessment of MTSS skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support MTSS implementation, and communicate with parents regarding school-based MTSS plans, standards and activities. Provide guidance and ensure successful implementation of the PLC process and teacher appraisal.

Math Coach: Provide guidance and ensure implementation of the K-12 Math Frameworks; facilitate and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding data-based instructional planning; support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Exceptional Student Education (ESE):
Participate in data collection and analysis, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching, inclusion and ensuring student success in the regular education classes. Ensure all IEP goals are monitored, implemented and revised as necessary.

Regular Education Representative:
Provide core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions and integrate Tier 1 materials/instruction with Tier 2/3 activities. Actively participate in PLC's through out the school year.

MTSS Staff Training Specialist:
Support schools with the implementation of MTSS; regularly share information with administrators/contact person at each school; provide professional development to faculty and staff based on area of need; attend School-Based Leadership Team Meetings as available; assist with data analysis and development of intervention plans; periodically review MTSS folders for compliance/review; SB282 report monthly

Reading Instructional Specialist (Literacy Coach): Provide guidance and ensure implementation of the K-12 comprehensive reading plan; facilitate and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding databased instructional planning; support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Guidance Counselor and/or Behavior Specialist: Provide quality services and expertise on issues ranging from program design to assessment and intervention for individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral. and social success.

2. 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.

The MTSS team will meet monthly. The team may meet more often at the beginning of the school year. The team functions to conduct on-going FSA data, and other universal screening data to match interventions to students' needs and stakeholder accountability. The team ensures MTSS

professional development is provided to staff along with on-going training and support. The team is responsible for school-wide implementation. School administrators will use individual student performance data to determine activities and MTSS structures required to best meet the needs of students. The MTSS process will be integrated in the District Reading Plan, District Student Progression Plan, and School Improvement Plan.

Title I, Part A

Services are provided to ensure that students are demonstrating an increase in all academic areas, or student that are requiring additional remediation or enrichment are assisted. Title I funds are used to support an "all hands on deck" policy. This helps to procure Instructional Para Professionals that are trained to teach SRA reading and math. Another element that Title 1 funds are used for is to provide for a planning day each semester for each teacher at Springfield Elementary School. Title I, Part A provides much needed services to Springfield Elementary School through materials, professional development for teachers and paraprofessionals, release time for teachers for professional development, stipends for professional development, equipment, educational classroom resources, parent involvement resources, parent involvement workshops, and technology.

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 three 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

District receives funds to support the Educational Alternative Outreach program. Eligible neglected and delinquent students receive support and services in conjunction with the district's Drop-out Prevention Program.

Title II

The district receives supplemental funds for professional development and stipends for teachers. Services are provided to schools through professional development opportunities and various forms of technology designed to enhance the instructional platform within the district. The district's instructional specialists provide assistance as needed in the form of mentoring, coaching, and training.

Title III

The district receives funds to support needs of ESOL students. Services are provided through the district for educational materials and ELL district support services to improve the education of English language learners. Title III funds provide staff development opportunities for instructional staff to

attend conferences, district trainings, and participate in ESOL endorsements activities.

Title X- Homeless

The District Homeless Social Worker provides resources (social services referrals, school supplies, clothing) for students identified as homeless. The school's guidance department will work closely with all stakeholders to provide needed resources and support.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide after-school tutorial.

Violence Prevention Programs

Springfield Elementary will continue to utilize the Positive Behavior Interventions and Supports (PBIS) system. The guidance department will work with our Behavioral Specialist and the necessary agencies to provide services, resources, and support to families.

Nutrition Programs
A free breakfast and lunch program are offered to all students at Springfield Elementary School.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Lindsey Mitchell	Parent
Carissa English	Teacher
Lindsey Mitchell	Parent
Terry Cole	Business/Community
Russell Brock	Principal
Tanya Hall	Parent
Linda Smith	Parent
Ashley Gioiello	Parent
Demetrica Daniels	Parent
Diane Wilson	Education Support Employee
Wanda Peterson	Teacher
Robert Heath	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

The School Advisory Council (SAC) actively participates in the School Improvement Plan process at Springfield Elementary School. They approve the School Improvement Plan and assist in the monitoring of the SIP.

b. Development of this school improvement plan

b. The administrators, teachers, and parents have conscientiously strive and will continue to recruit minority and low socioeconomic members both personally and through various parent activities. The SAC meetings are held in conjunction with Family Reading Nights, parent workshops, programs and after school which affords stakeholders the opportunity to recruit new members with an emphasis on minority and low socioeconomic members. All stakeholders of the School Advisory Council were invited to participate in all aspects of the SIP.

c. Preparation of the school's annual budget and plan

All stakeholders of the School Advisory Council were invited to participate in the budget planning process. The stakeholders of SAC voted to approve the budget.

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

No monies were alloted for School Improvement.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
English, Carissa	Teacher, K-12
Adams, Crystal	Teacher, K-12
Gorey, Lisa	Instructional Media
Llorens, Yesenia	Instructional Coach
Mills, Robin	Teacher, K-12
Wojnowski, Sheila	Assistant Principal
Sanders, Susan	Teacher, ESE
Steele, Jessica	Teacher, K-12
Heath, Robert	Teacher, K-12
Burke, Sebrina	Teacher, K-12
Griffin, Rachel	Teacher, K-12
Brock, Russell	Principal
Hennessy, Kimberly	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT will ensure that the Bay District Instructional Framework is implemented with fidelity. Classroom Assessment Principles and Practices (APP), data analysis, Common Assessments drive interventions and instructional strategies.

D. 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).

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

Springfield Elementary School encourages positive working relationships between teachers. All grade levels experience a common planning time. During this time, teachers collaborate on Standards/Item Specifications, Common Assessments, PLC's and best teaching practices. Professional Learning Communities have been established on the team level and the faculty level. All teachers focus on School Improvement Plan goals in their Deliberate Practice and share the findings in team meetings or Professional Learning Communities. Teachers are given additional professional development days from district funding and school based Title I funds. Frequent Staff Incentive Days are provided by the Positive Behavior Systems Team. These events promote the building of relationships and collaboration among teachers and staff. The principal utilizes PTO and business partners to sponsor Teacher Appreciation days. All of these things combined, promote positive working relationships between teachers along with the administrators high expectation, support, and appreciation for teachers.

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

ESOL Endorsement and Reading Endorsement opportunities provided to all staff members via Bay District initiatives. Principal will network with Bay District Human Resources department to screen all applicants. Principal will meet regularly with new teachers. New teachers will be partnered with veteran staff. New teachers will participate in Bay District's New Teacher Induction Program.

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

Novice teachers (NT) or teachers in need of improvement (TINI) are paired with highly-effective veteran teachers. This mentoring allows for ongoing collaboration, NT and TINI observe their mentor based on their areas of strengths and weaknesses and meet with their mentor periodically to discuss classroom strategies and
standards-based instruction. As necessary, NT and TINI will be given release time in order to facilitate observations, feedback, coaching and planning.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

1. Springfield Elementary School ensures its core instructional programs and materials are aligned to Florida's standards. We have chosen to use Florida approved Core academic programs, which are aligned to Florida Standards. In addition to this, at Springfield Elementary School, all teachers work with administration and coaches to ensure the comprehension of the new Florida Standards and Item Specifications. Teachers work in collaborative Professional Learning Communities (PLC) with administration and coaches to determine what standards need to be focused on for individual

students based on data. The teachers use this data combined with their Florida Standards/ Item Specifications and create Focus Calendars. They teach the Focus lessons and then assess with Common Assessments across the grade group. BDS curriculum guides, designed by District level coaches/instructional specialists, are also used to help teachers plan effectively. After the assessment is given, the PLC meets again to discuss the data from the assessment and how that data can drive further instruction. Springfield Elementary School has a focus on Reading, Writing, Math and Science, based on state data. SRA Language has been employed, school-wide, to assist students with proficiency in Language/
Writing. As Springfield Elementary School, teachers know that Core Instructional programs and materials are resources and our main priority is addressing Florida Standards/ Item Specifications for each student, to ensure the highest level of learning possible. In addition, all programs are on the state adoption list.

b. Instructional Strategies

1. 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.

Springfield Elementary School uses data to provide and differentiate instruction to meet the diverse needs of students. This is done in various ways on our campus. First, our students experience a Walk to Read program. All students at Springfield are taught on their Instruction level after a placement test is administered. The Reading/Language Arts block has a time frame of approximately three hours of writing in addition to this time. Student data is discussed during monthly data chats. Students are moved into groups, based on their data and consultation with the teacher, the team, Literacy Coach, and/or the Administrative.

The most powerful way Springfield Elementary School uses data to provide and differentiate instruction to meet the diverse needs of students is by using NWEA/MAP, FSA-SSA, Common Assessment, Formative Assessment, and Progress monitoring data to drive instruction. After teachers analyze data, they create Focus Calendars, based on the data and standards/Item Specifications. Teachers differentiate students by need and provide instruction, intervention, or enrichment for each student in small group instruction. MTSS provides an avenue to push in extra support for students having difficulty attaining the proficient or advanced level on state assessments.

2. 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: 1,200

Our extended day is directly tied to reading instruction. Instead of a ninety minute reading block, students receive 180 minutes of reading instruction per day, which equates to 900 minutes per week of ELA instruction. As a result of the extended day, we have been able to implement SRA Reading Mastery Signature Core Reading with tremendous fidelity.

Strategy Rationale

SRA Reading Mastery and all of the components including Spelling, which is the phonics piece of the lesson, Core Lesson Connection, and Language all take a tremendous amount of time during the day in order to implement with fidelity. In order to teach each student on his/her instructional level, most teachers have three reading groups or more in their classrooms. With each reading lesson, Spelling must be taught along with the Core Lesson Connection. Language is taught on grade level and teachers try to reserve thirty minutes out of the Reading/Language Arts block to provide that instruction. We understand, at Springfield Elementary School, when students place a year behind, it takes more time during the day to close the gaps for these students. We also are able to provide enrichment for those students that are on or above grade level with the additional time.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Brock, Russell, brockwr@bay.k12.fl.us

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

The data collected is NWEA/MAP which is used to progress monitor three times per year. FSA scores are another tool used to analyze data. Teachers participate in team meetings to analyze student data. Based on data, instruction is differentiated accordingly.

2. Student Transition and Readiness

a. 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).

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

Our transition plan starts in the spring when children are invited to the school to participate in activities such as Pre-K Parent Night, visits to classrooms, playgrounds, and lunchroom areas. Parents receive information on how to enroll their child in the school and how to prepare their child for Kindergarten. An Orientation Day is provided prior to school starting. Students are introduced to the teachers and an optional tour of the campus is available. Title I schools send surveys and newsletters to inform parents of transitional events.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

4. 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.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

N/A

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

N/A

C. Strategic Goals

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Springfield will increase proficiency through the use of data driven instruction by utilizing research based strategies and materials to address the academic needs of our students.

Strategic Goals Detail

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

G1. Springfield will increase proficiency through the use of data driven instruction by utilizing research based strategies and materials to address the academic needs of our students. 1a

🔍 G084086

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	70.0
AMO Math - All Students	70.0
FCAT 2.0 Science Proficiency	35.0
ELA/Reading Gains	50.0
Math Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Lack of fidelity in implementing all components of the core curricula.

- Lack of knowledge of the new Florida Standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administrator support

- Instructional Coaches - district based

- Common Assessments - formative and summative;focus calendars; developed according to FCAT 2.0/SSA rigor according to Item Specifications and content focus, and approriate Depth of Knowledge complexity, PLCs reviewing new Florida Standards, Item Specifications, and construction of Common Assessments

- Bay District Schools' Curriculum Guides and Year at a Glance Documents

- CPALMS

Plan to Monitor Progress Toward G1. 8

NWEA/MAP from baseline to midyear; Success Maker software, content mastery assessments (SRA) and a calendar of common assessment dates for incremental monitoring;

Person Responsible
Russell Brock

Schedule
Quarterly, from 8/18/2016 to 6/2/2017

Evidence of Completion
data reports/records as generated by assessments;

Plan to Monitor Progress Toward G1. `8`

Every students' SRA Reading Mastery Test data, SRA Reading Fluency Checkout data, will be monitored monthly in grade level Data Chats

> **Person Responsible**
> Sheila Wojnowski
>
> **Schedule**
> Monthly, from 8/18/2016 to 6/2/2017
>
> *Evidence of Completion*
> SRA Reading Mastery Test data, SRA Reading Fluency Checkout data will be monitored monthly by the team, Literacy Coach, and Administration to ensure that the program is being used effectively and to monitor the students' progress toward mastering Florida Standards. Evidence of this monitoring will be demonstrated through a sign in sheet for Data Chats and also be evidenced by Data chats on the Springfield Elementary School Calendar.

Plan to Monitor Progress Toward G1. `8`

Professional Learning Communities to analyze Florida standards and item specifications, construct assessments that align with standards and item specifications, analyze student data and make modifications to instruction. These modifications will ensure students' academic needs are being addressed and students are mastering Florida Standards.

> **Person Responsible**
> Russell Brock
>
> **Schedule**
> Monthly, from 8/18/2016 to 6/2/2017
>
> *Evidence of Completion*
> Agendas that correspond to grade levels and standards. Agendas will focus on reviewing past assessment and students' results and devising an individualized teacher plan for instruction based on student data, reviewing and analyzing current standards and item specifications, integrating current and past standards into future curriculum, and reevaluating focus calendars.

Plan to Monitor Progress Toward G1. `8`

Classroom walk-throughs and review of lesson plans to ensure that core curriculum is implemented will fidelity, Florida standards are integrated, and effective strategies are being utilized.

> **Person Responsible**
> Russell Brock
>
> **Schedule**
> Weekly, from 8/18/2016 to 6/2/2017
>
> *Evidence of Completion*
> Classroom walk-through documentation and Lesson plan checklist.

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. Springfield will increase proficiency through the use of data driven instruction by utilizing research based strategies and materials to address the academic needs of our students. `1`

🔑 G084086

G1.B1 Lack of fidelity in implementing all components of the core curricula. `2`

🔑 B223420

G1.B1.S1 Implement core curriculum with fidelity along with flexible scheduling. `4`

🔑 S235718

Strategy Rationale

This is a research based curriculum that proves to be most effective when all components are implemented correctly. Increasing concentrated time during blocks to allow for uninterrupted instruction.

Action Step 1 `5`

Provide instruction based on students' instructional level as indicated by placement assessments

Person Responsible

Russell Brock

Schedule

Biweekly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Lesson plans to document use of curriculum based on students' instructional level; classroom walk through documents

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Administrators will conduct classroom walk throughs and review teachers' lesson plans; administrators and instructional coaches will meet with teachers' during common planning to discuss students' progression

Person Responsible

Russell Brock

Schedule

Monthly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Teachers' lesson plans, classroom walk through data collection forms, agendas, PLC minutes

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

NWEA/MAP, Succes Maker software, Write Score, content mastery assessments, common assessments

Person Responsible

Russell Brock

Schedule

Monthly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Agendas, lesson plans, classroom walk through instruments

G1.B1.S2 Ongoing progress monitoring and PLCs to drive instructional changes and shifts based on student performance. 4

🔑 S235719

Strategy Rationale

Ongoing progress monitoring and PLCs to drive instructional changes and shifts based on student performance will hold all staff accountable for decisions. This will allow us to make decisions for instructions for individuals based on data.

Action Step 1 5

Ongoing progress monitoring will occur in grades kindergarten through fifth grade to ensure instruction shifts based on student performance.

Person Responsible

Russell Brock

Schedule

Monthly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Data meetings(agendas, sign-in sheet, spreadsheets), Student/Teacher Data Chats (form),

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Monitor strategies for fidelity of implementation

Person Responsible

Russell Brock

Schedule

Monthly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Spreadsheets, Lesson Plans, Classroom Walk Throughs

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Monitor strategies for effectiveness

> **Person Responsible**
>
> Russell Brock
>
> **Schedule**
>
> Quarterly, from 8/18/2016 to 6/2/2017
>
> *Evidence of Completion*
>
> NWEA MAP, Reading/Math progress monitoring, and FCAT 2.0/FSA

G1.B2 Lack of knowledge of the new Florida Standards. `2`

🔑 B223421

G1.B2.S1 Strengthen core curriculum through integration of specific content focus standards that will be assessed on FSA/SSA, and NWEA/MAP. `4`

🔑 S235721

> **Strategy Rationale**
>
> Teachers will work in teams with administration to identify standards that are not addressed by the new Florida Standards in the existing Core curriculum. Student data will be analyzed to identify strengths and weaknesses. From this point, teams will be able to develop a content focus for each grade level. Individual teachers will the develop differentiated instruction for their classrooms and a common assessment will be given to further drive instruction.

Action Step 1 `5`

Instructional Coaches and Administration will meet with teaching teams to develop knowledge of Florida Standards and Item Specifications and the integration of them into the Core curriculum for all instructional areas.

> **Person Responsible**
>
> Russell Brock
>
> **Schedule**
>
> Monthly, from 8/18/2016 to 6/2/2017
>
> *Evidence of Completion*
>
> Sign in sheets from PLCs focusing on Florida Standards and Item Specifications and the integration of them into the Core Curriculum.

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

Lesson Plans will be monitored along with classroom visits by administration.

Person Responsible

Russell Brock

Schedule

Monthly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Lesson plans and instruction will reflect integration of specifice content focus standards that will be assessed on FSA/FCAT 2.0.

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

Common Assessments/ Focus Calendars will be monitored based on Florida Standards

Person Responsible

Russell Brock

Schedule

On 6/2/2017

Evidence of Completion

Sign In sheets/notes from team meetings, Common Assessments/Focus Calendars

G1.B2.S2 Ongoing PLCs to enhance teacher understanding of new standards, share strategies, and construct effective assessments that correlate to standards. 4

🔍 S235722

Strategy Rationale

Ongoing PLCs will assist teachers in the form of collaboration of strategies with the new standards. They will develop common assessments to ensure that data is driving their instruction and that all students are mastering the new standards.

Action Step 1 5

Teams will meet with Instructional Coaches and grade level representatives for ELA, Math to develop Common Assessments based on Florida Standards.

Person Responsible

Russell Brock

Schedule

Monthly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Sign in sheets/notes from team meetings, Common Assessments

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Lesson Plans will be monitored along with classroom visits by administration

Person Responsible

Russell Brock

Schedule

Monthly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Lesson plans and instruction will reflect common assessments, based on Florida Standards, used to drive instruction.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Instructional Coaches and representatives for ELA, Math and Science will meet with teaching teams to develop Common Assessments based on Florida Standards

Person Responsible

Russell Brock

Schedule

Monthly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Sign in sheets from PLCs focusing on the development of Common Assessments based on Florida Standards, team meeting notes, Common Assessments

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M309377	NWEA/MAP from baseline to midyear; Success Maker software, content mastery assessments (SRA) and a...	Brock, Russell	8/18/2016	data reports/records as generated by assessments;	6/2/2017 quarterly
G1.MA2 M309378	Every students' SRA Reading Mastery Test data, SRA Reading Fluency Checkout data, will be monitored...	Wojnowski, Sheila	8/18/2016	SRA Reading Mastery Test data, SRA Reading Fluency Checkout data will be monitored monthly by the team, Literacy Coach, and Administration to ensure that the program is being used effectively and to monitor the students' progress toward mastering Florida Standards. Evidence of this monitoring will be demonstrated through a sign in sheet for Data Chats and also be evidenced by Data chats on the Springfield Elementary School Calendar.	6/2/2017 monthly
G1.MA3 M309379	Professional Learning Communities to analyze Florida standards and item specifications, construct...	Brock, Russell	8/18/2016	Agendas that correspond to grade levels and standards. Agendas will focus on reviewing past assessment and students' results and devising an individualized teacher plan for instruction based on student data, reviewing and analyzing current standards and item specifications, integrating current and past standards into future curriculum, and reevaluating focus calendars.	6/2/2017 monthly
G1.MA4 M309380	Classroom walk-throughs and review of lesson plans to ensure that core curriculum is implemented...	Brock, Russell	8/18/2016	Classroom walk-through documentation and Lesson plan checklist.	6/2/2017 weekly
G1.B1.S1.MA1 M309369	NWEA/MAP, Succes Maker software, Write Score, content mastery assessments, common assessments	Brock, Russell	8/18/2016	Agendas, lesson plans, classroom walk through instruments	6/2/2017 monthly
G1.B1.S1.MA1 M309370	Administrators will conduct classroom walk throughs and review teachers' lesson plans;...	Brock, Russell	8/18/2016	Teachers' lesson plans, classroom walk through data collection forms, agendas, PLC minutes	6/2/2017 monthly
G1.B1.S1.A1 A303995	Provide instruction based on students' instructional level as indicated by placement assessments	Brock, Russell	8/18/2016	Lesson plans to document use of curriculum based on students' instructional level; classroom walk through documents	6/2/2017 biweekly
G1.B2.S1.MA1 M309373	Common Assessments/ Focus Calendars will be monitored based on Florida Standards	Brock, Russell	8/18/2016	Sign In sheets/notes from team meetings, Common Assessments/ Focus Calendars	6/2/2017 one-time
G1.B2.S1.MA1 M309374	Lesson Plans will be monitored along with classroom visits by administration.	Brock, Russell	8/18/2016	Lesson plans and instruction will reflect integration of specifice content focus standards that will be assessed on FSA/ FCAT 2.0.	6/2/2017 monthly
G1.B2.S1.A1 A303997	Instructional Coaches and Administration will meet with teaching teams to develop knowledge of...	Brock, Russell	8/18/2016	Sign in sheets from PLCs focusing on Florida Standards and Item Specifications and the integration of them into the Core Curriculum.	6/2/2017 monthly
G1.B1.S2.MA1 M309371	Monitor strategies for effectiveness	Brock, Russell	8/18/2016	NWEA MAP, Reading/Math progress monitoring, and FCAT 2.0/FSA	6/2/2017 quarterly
G1.B1.S2.MA1 M309372	Monitor strategies for fidelity of implementation	Brock, Russell	8/18/2016	Spreadsheets, Lesson Plans, Classroom Walk Throughs	6/2/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A1 🔑 A303996	Ongoing progress monitoring will occur in grades kindergarten through fifth grade to ensure...	Brock, Russell	8/18/2016	Data meetings(agendas, sign-in sheet, spreadsheets), Student/Teacher Data Chats (form),	6/2/2017 monthly
G1.B2.S2.MA1 🔑 M309375	Instructional Coaches and representatives for ELA, Math and Science will meet with teaching teams...	Brock, Russell	8/18/2016	Sign in sheets from PLCs focusing on the development of Common Assessments based on Florida Standards, team meeting notes, Common Assessments	6/2/2017 monthly
G1.B2.S2.MA1 🔑 M309376	Lesson Plans will be monitored along with classroom visits by administration	Brock, Russell	8/18/2016	Lesson plans and instruction will reflect common assessments, based on Florida Standards, used to drive instruction.	6/2/2017 monthly
G1.B2.S2.A1 🔑 A303998	Teams will meet with Instructional Coaches and grade level representatives for ELA, Math to develop...	Brock, Russell	8/18/2016	Sign in sheets/notes from team meetings, Common Assessments	6/2/2017 monthly

V. Professional Development Opportunities

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

G1. Springfield will increase proficiency through the use of data driven instruction by utilizing research based strategies and materials to address the academic needs of our students.

G1.B1 Lack of fidelity in implementing all components of the core curricula.

G1.B1.S2 Ongoing progress monitoring and PLCs to drive instructional changes and shifts based on student performance.

PD Opportunity 1

Ongoing progress monitoring will occur in grades kindergarten through fifth grade to ensure instruction shifts based on student performance.

Facilitator

Amanda Roberts, Team Leaders

Participants

MTSS Leadership Team, Grade Level Teams

Schedule

Monthly, from 8/18/2016 to 6/2/2017

G1.B2 Lack of knowledge of the new Florida Standards.

G1.B2.S2 Ongoing PLCs to enhance teacher understanding of new standards, share strategies, and construct effective assessments that correlate to standards.

PD Opportunity 1

Teams will meet with Instructional Coaches and grade level representatives for ELA, Math to develop Common Assessments based on Florida Standards.

Facilitator

Yesenia Llorens, administration , Grade level Representatives

Participants

Grade Level Teaching teams

Schedule

Monthly, from 8/18/2016 to 6/2/2017

VI. Technical Assistance Items

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

G1. Springfield will increase proficiency through the use of data driven instruction by utilizing research based strategies and materials to address the academic needs of our students.

G1.B1 Lack of fidelity in implementing all components of the core curricula.

G1.B1.S1 Implement core curriculum with fidelity along with flexible scheduling.

TA Opportunity 1

Provide instruction based on students' instructional level as indicated by placement assessments

Facilitator

Instructional coaches

Participants

Teachers, para professionals, and instructional coaches

Schedule

Biweekly, from 8/18/2016 to 6/2/2017

VII. Budget

1	G1.B1.S1.A1	Provide instruction based on students' instructional level as indicated by placement assessments				$311,760.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	150-Aides	0231 - Springfield Elementary School	Title I, Part A		$299,108.00
			Notes: Classroom paraprofessionals to provide support for classroom instruction.			
	5100	510-Supplies	0231 - Springfield Elementary School	Title I, Part A		$4,044.00
			Notes: Various supplies for classroom teachers (consumables-paper, ink, pencils, etc.).			
	5100	644-Computer Hardware Non-Capitalized	0231 - Springfield Elementary School	Title I, Part A		$8,608.00
			Notes: 16 laptops to supplement classroom instruction.			
2	G1.B1.S2.A1	Ongoing progress monitoring will occur in grades kindergarten through fifth grade to ensure instruction shifts based on student performance.				$2,039.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	750-Other Personal Services	0231 - Springfield Elementary School	Title I, Part A		$2,039.00

		Notes: Subs for teacher professional development days to develop common assessments and analyze student performance.				
3	G1.B2.S1.A1	**Instructional Coaches and Administration will meet with teaching teams to develop knowledge of Florida Standards and Item Specifications and the integration of them into the Core curriculum for all instructional areas.**				**$4,763.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	100-Salaries	0231 - Springfield Elementary School	Title I, Part A		$935.00
			Notes: Leadership planning for school improvement during the summer.			
	7300	100-Salaries	0231 - Springfield Elementary School	Title I, Part A		$3,828.00
			Notes: Summer work hours for Assistant Administrator for development of school improvement plan and meetings with school leadership team.			
4	G1.B2.S2.A1	**Teams will meet with Instructional Coaches and grade level representatives for ELA, Math to develop Common Assessments based on Florida Standards.**				**$2,038.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	750-Other Personal Services	0231 - Springfield Elementary School	Title I, Part A		$2,038.00
			Notes: Subs for teacher professional development regarding ELA/Math shifts to develop common assessments.			
					Total:	**$320,600.00**