

Bay District Schools

# Springfield Elementary School



2017-18 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)	2016-17 Title I School	2016-17 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	67%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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## 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Springfield Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - <a href="#">Rachel Heide</a>	- N/A

## 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 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. They then report to their assigned area, where they are safe and supervised, until picked up at the designated time by their teacher. 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 provides shoes for students in need with

their service project, Shoes for Souls. Local businesses and other churches provide 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 PBIS, 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 pre-in-service 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. Springfield has a PBS teacher team, they develop activities for the students to participate in. 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. Administration and teachers pull reports from Dojo on a quarterly basis to monitor student classroom 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 due to 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.

We will also implement the Peace First character development curriculum school wide. There will be a 20 minute period at the beginning of each school day reserved for Peace First instruction. Teachers are provided with a notebook of the Peace First curriculum at the beginning of the school year. We have two model classrooms, one for 1st and one for 4th grade. The teachers in those rooms studied the program this summer and presented the program during preinservice. We will monitor implementation of the curriculum through our CWT form.

**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-emotional 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 worker that serve as a link between school, home, medical care and other necessary services. This social worker makes home visits, assists parents with medical appointments, fills 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**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 and Mathematics
- \* 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	26	24	21	17	13	19	0	0	0	0	0	0	0	120
One or more suspensions	5	10	9	8	11	9	0	0	0	0	0	0	0	52
Course failure in ELA or Math	0	4	5	11	5	2	0	0	0	0	0	0	0	27
Level 1 on statewide assessment	0	0	0	11	24	28	0	0	0	0	0	0	0	63
NWEA - below grade level math	14	29	46	42	36	40	0	0	0	0	0	0	0	207
NWEA - below grade level ELA	19	36	45	31	34	38	0	0	0	0	0	0	0	203
Previous year retention	5	6	1	7	0	0	0	0	0	0	0	0	0	19

**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	3	6	8	11	15	14	0	0	0	0	0	0	0	57

**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:  
 Student attendance 90% or below, will receive parent contact by the Parent Liaison encouraging attendance and prompt arrival to ensure bell-to-bell learning.  
 Students who acquire multiple 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 will be employed to accommodate each situation and student. MTSS will be utilized for students who have course failure/frustration in ELA or Math. Monthly MTSS data chat meetings will be held with each grade level and the MTSS Staff Training Specialist to address students who may be struggling academically. MTSS will also be 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 will receive instruction on their instructional 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

**2. Description**

Increase participation in evening activities by pairing activities with interactive academic games/stations with Music/Art/Reading nights. This will allow Springfield Elementary School to partner with parents to improve the academic, social, and emotional well being of each child. This is vital to the long term success of every student.

In order to increase communication, we will continue to train parents how to use Parent Portal effectively, provide monthly newsletters, employ Remind 101, Iris Alerts, Literacy Links from individual classrooms. In addition, a school wide web-site is available.

**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 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 ask for support in purchases classroom supplies and materials for students from community business partners and civic 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 training opportunities are provided to help increase student academic achievement as the need arises. Childcare will be provided as requested.

## C. Effective Leadership

**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
Mills, Robin	Teacher, K-12
Sanders, Susan	Teacher, ESE
Steele, Jessica	Teacher, K-12
Hennessy, Kimberly	Teacher, ESE
Carl, Diane	School Counselor
Heath, Robert	Teacher, K-12
Llorens, Yesenia	Instructional Coach
Burke, Sebrina	Teacher, K-12
Lay, Laura	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; conducting 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 and Eureka Math; 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; participate actively in PLCs throughout 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; submit

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 data based 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, our school social worker will 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 evaluation of 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 students 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 support math instruction. 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
Terry Cole	Business/Community
Russell Brock	Principal
Tanya Hall	Parent
Linda Smith	Parent
Demetrica Daniels	Parent
Robert Heath	Teacher
Nikki Gilbert	Parent

#### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

##### *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 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 allotted 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
Brock, Russell	Principal
Hennessey, Kimberly	Teacher, ESE
Lay, Laura	Instructional Coach

## 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, and common assessments drive interventions and instructional strategies.

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

### 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/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 (PLCs) with administration and coaches utilizing Florida standards to determine what needs to be focused on for individual students based on data. 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. The BDS Literacy Cafe and the Eureka Math program will be used as well. After the assessment is given, the PLCs meet 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. Writing will be addressed during the ELA block. Teachers will use the Literacy Cafe to help support writing. At 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 instructional level after a placement test is administered. The ELA block has a time frame of three hours. Student data is discussed during weekly PLC meetings and monthly data chats meetings. Students are moved into groups, based on their data and consultation with the teacher, the team, Literacy Coach, and/or Administration.

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 summative and formative assessment, and progress monitoring data to drive instruction. After teachers analyze data, they design instruction, 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 proficiency or an 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 ELA 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. We understand, at Springfield Elementary School, when students place a year or two 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

**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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### 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.

### 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" 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.

### 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

 = Problem Solving Step    S123456 = Quick Key

## Strategic Goals Summary

- G1.** Springfield will decrease minor discipline incidents by utilizing a character education curriculum which focuses on social skills, communication, and practicing self control.
- G2.** Springfield will increase proficiency through the use of data driven instruction by utilizing strategies and materials that focus on standards based instruction 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 decrease minor discipline incidents by utilizing a character education curriculum which focuses on social skills, communication, and practicing self control. 1a

G095226

**Targets Supported** 1b

Indicator	Annual Target
2+ Behavior Referrals	5.0

**Targeted Barriers to Achieving the Goal** 3

- Implementing the new Peace First curriculum, time, professional development.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Social worker, PBIS team, Peace First curriculum and PROMISE program.

**Plan to Monitor Progress Toward G1.** 8

Springfield will monitor office discipline referral reports monthly to determine the decrease in incidents.

**Person Responsible**

Sheila Wojnowski

**Schedule**

Monthly, from 8/21/2017 to 6/1/2018

**Evidence of Completion**

EWS data, ODR reports.

**G2.** Springfield will increase proficiency through the use of data driven instruction by utilizing strategies and materials that focus on standards based instruction to address the academic needs of our students. 1a

G095227

**Targets Supported** 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	25.0
ELA/Reading Gains	50.0
Math Gains	50.0
FSA ELA Achievement	35.0
FSA Mathematics Achievement	35.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of knowledge in implementing all components of the core curricula, including the new Eureka Math curriculum.
- A majority of our students score below grade on statewide assessments in core subject areas.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Administrator support
- Instructional Coaches - district based
- Common formative and summative assessments, focus calendars developed according to FSA/SSA rigor according to Item Specifications and content focus, and appropriate Depth of Knowledge complexity, PLCs planning and preparing instruction that address the new Florida Standards, and Item Specifications.
- Bay District Schools' Curriculum Guides and Year at a Glance Documents
- CPALMS
- Eureka Math
- Paraprofessional support
- laptops
- Sound Training
- Materials and supplies
- Extended school

**Plan to Monitor Progress Toward G2.** 8

NWEA/MAP fall and winter test sessions, common assessments

**Person Responsible**

Sheila Wojnowski

**Schedule**

Monthly, from 8/17/2017 to 6/1/2018

**Evidence of Completion**

NWEA/MAP reports, PLC test data reports

## 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 decrease minor discipline incidents by utilizing a character education curriculum which focuses on social skills, communication, and practicing self control. **1**

 G095226

**G1.B1** Implementing the new Peace First curriculum, time, professional development. **2**

 B256321

**G1.B1.S1** Provide copies of curriculum for every teacher during preplanning. **4**

 S271002

### Strategy Rationale

Providing teachers with the curriculum will allow teachers to preview it before implementation.

### Action Step 1 **5**

Springfield will make copies of the curriculum for the staff.

#### Person Responsible

Sheila Wojnowski

#### Schedule

On 8/7/2017

#### Evidence of Completion

Teachers will be given curriculum.

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

Classroom walk throughs will be done to monitor implementation.

**Person Responsible**

Russell Brock

**Schedule**

Monthly, from 8/21/2017 to 6/1/2018

***Evidence of Completion***

A classroom walk through form will be utilized.

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

Springfield will monitor disciplinary incidents to determine effectiveness.

**Person Responsible**

Sheila Wojnowski

**Schedule**

Monthly, from 8/17/2017 to 6/1/2018

***Evidence of Completion***

Springfield will review disciplinary data to determine effectiveness of the curriculum in reducing discipline incidents.



**G1.B1.S2** Two lead teachers will provide in service training to the staff and will be model classrooms. 4

 S271003

### Strategy Rationale

The lead teachers will provide support for the staff during the initial process to allow for full implementation.

### Action Step 1 5

Two model teachers will lead professional training of the Peace First Curriculum for the entire staff.

#### Person Responsible

Sheila Wojnowski

#### Schedule

On 6/1/2018

#### Evidence of Completion

Sign in sheets indicating attendance at training, Classroom visits

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

Administration will perform CWT to determine implementation.

#### Person Responsible

Sheila Wojnowski

#### Schedule

Monthly, from 8/21/2017 to 6/1/2018

#### Evidence of Completion

CWT form.

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

CWT and discussion with model teachers to record ongoing support provided.

**Person Responsible**

Sheila Wojnowski


**Schedule**

Monthly, from 8/21/2017 to 6/1/2018

**Evidence of Completion**

CWT form.

**G2.** Springfield will increase proficiency through the use of data driven instruction by utilizing strategies and materials that focus on standards based instruction to address the academic needs of our students. 1

 G095227

**G2.B1** Lack of knowledge in implementing all components of the core curricula, including the new Eureka Math curriculum. 2

 B256322

**G2.B1.S1** Have staff attend training on implementing new math curriculum. 4

 S271004

**Strategy Rationale**

Having staff trained will provide familiarization with the curriculum.

**Action Step 1** 5

Provide pre inservice training to staff prior to implementation.

**Person Responsible**

Russell Brock

**Schedule**

On 8/7/2017

**Evidence of Completion**

Sign in sheets

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Administrators will conduct classroom walk throughs and review teachers' lesson plans; administrators and instructional coaches will meet with teachers' during PLCs to discuss curriculum implementation.

**Person Responsible**

Russell Brock

**Schedule**

Monthly, from 8/17/2017 to 6/1/2018

***Evidence of Completion***

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

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

CWT, PLC administration visits

**Person Responsible**

Russell Brock

**Schedule**


Monthly, from 8/17/2017 to 6/1/2018

***Evidence of Completion***

CWT form, PLC minutes, agendas

**G2.B1.S2** Teachers will work in PLCs to brainstorm planning and preparation of new math curriculum.

4

 S271005

### **Strategy Rationale**

This will allow for decisions in instruction for individuals based on data and the standards.

### **Action Step 1** 5

Ongoing progress monitoring will occur in grades kindergarten through fifth grade to ensure instruction shifts based on implementation of new Eureka math curriculum.

#### **Person Responsible**

Russell Brock

#### **Schedule**

Monthly, from 8/17/2017 to 6/1/2018

#### **Evidence of Completion**

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

### **Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Monitor strategies for fidelity of implementation of new Eureka math curriculum

#### **Person Responsible**

Russell Brock

#### **Schedule**

Monthly, from 8/17/2017 to 6/1/2018

#### **Evidence of Completion**

Spreadsheets, Lesson Plans, Classroom Walk Throughs

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Monitor strategies for effectiveness

**Person Responsible**

Russell Brock

**Schedule**

Quarterly, from 8/17/2017 to 6/1/2018

**Evidence of Completion**

NWEA MAP, Reading/Math progress monitoring, and FCAT 2.0/FSA

**G2.B1.S3** Instructional coaches will provide job embedded professional development in regard to the new math curriculum. 4

 S271006

**Strategy Rationale**

The math coach will on site to provide additional information and support throughout the year.

**Action Step 1** 5

Math Coach will visit all classrooms to ensure implementation.

**Person Responsible**

Yesenia Llorens

**Schedule**

Weekly, from 8/17/2017 to 6/1/2018

**Evidence of Completion**

Math Coach weekly log of activities

**Plan to Monitor Fidelity of Implementation of G2.B1.S3** 6

Math coach and administration will monitor classrooms with weekly/monthly visits

**Person Responsible**

Sheila Wojnowski

**Schedule**

Monthly, from 8/17/2017 to 6/1/2018

***Evidence of Completion***

Math coach logs, CWT form

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3** 7

Instructional coach will provide ongoing support with class visits, model lessons and resources. The administration will monitor effectiveness with classroom walk throughs.

**Person Responsible**

Russell Brock

**Schedule**

Weekly, from 8/17/2017 to 6/1/2018

***Evidence of Completion***

Math coach activity logs and CWTs

**G2.B2** A majority of our students score below grade on statewide assessments in core subject areas. 2

 B256323

**G2.B2.S1** Hire additional paraprofessionals to support instruction in the classroom. 4

 S271007

### Strategy Rationale

The additional paraprofessionals will give students intensive support in small group settings in increase student knowledge in core subjects.

### Action Step 1 5

Hire additional paraprofessionals.

#### Person Responsible

Sheila Wojnowski

#### Schedule

On 6/1/2018

#### Evidence of Completion

Para schedule for new employees.

### Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Class observations and MAP scores.

#### Person Responsible

Russell Brock

#### Schedule

Monthly, from 9/22/2017 to 6/1/2018

#### Evidence of Completion

Classroom observations forms and MAP scores.



**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Classroom observations.

**Person Responsible**

Sheila Wojnowski

**Schedule**

On 6/1/2018

**Evidence of Completion**

Paraprofessional evaluations, paraprofessional packet given.

**G2.B2.S2** Three Paraprofessionals will attend Sound Training to help students' vocabulary acquisition.

4

 S271008

**Strategy Rationale**

The additional paraprofessionals will give students intensive support in in vocabulary instruction using Sound Training to help increase student comprehension.

**Action Step 1** 5

Three paraprofessionals will attend Sound Training.

**Person Responsible**

Sheila Wojnowski

**Schedule**

On 9/19/2017

**Evidence of Completion**

Email from Sound Training providers verifying attendance.

**Plan to Monitor Fidelity of Implementation of G2.B2.S2** 6

Provide paraprofessionals with information about training, provide transportation, TDYs for attendance.

**Person Responsible**

Sheila Wojnowski

**Schedule**

On 9/19/2017

***Evidence of Completion***

Materials from training. Email from Sound Training for visit to Springfield to view implementation of the program.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2** 7

Administration will monitor implementation of training through classroom walk throughs.

**Person Responsible**

Sheila Wojnowski

**Schedule**

On 9/19/2017

***Evidence of Completion***

Administration review materials provided to paras at training. Administration will complete classroom walk throughs forms to monitor para implementation of the program.

**G2.B2.S3** One hundred laptops will be purchased to give students access to instructional computer programs in core subject areas. 4

S271009

### Strategy Rationale

Achieve 3000 and Zearn computer programs provide scaffolded instruction for students in reading and math. The laptops will give more students access to these programs.

### Action Step 1 5

Springfield will purchase 100 laptops.

#### Person Responsible

Russell Brock

#### Schedule

On 10/16/2017

#### Evidence of Completion

Purchase Order/Invoice for laptop purchase.

### Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

The Media Specialist will keep a log of laptop checkout by classroom.

#### Person Responsible

Lisa Gorey

#### Schedule

Annually, from 11/1/2017 to 6/1/2018

#### Evidence of Completion

The log will be housed with the media specialist.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S3** 7

Teachers will set times for students' use of computer instructional programs.

**Person Responsible**

Russell Brock

**Schedule**

Monthly, from 10/16/2017 to 6/1/2018

**Evidence of Completion**

Lesson plans will display times for instructional computer program usage.

**G2.B2.S4** Provide after-school, weekend and summer school for students. 4

 S271010

**Strategy Rationale**

After-school, week end and summer school will provide students with increased time for instruction in core subject areas.

**Action Step 1** 5

After-school weekend and summer school will be provided.

**Person Responsible**

Russell Brock

**Schedule**

Monthly, from 11/2/2017 to 7/31/2018

**Evidence of Completion**

Attendance sheets from classrooms.

**Plan to Monitor Fidelity of Implementation of G2.B2.S4** 6

Teachers will attend an initial meeting on extended school implementation.

**Person Responsible**

Sheila Wojnowski

**Schedule**

On 10/30/2017

***Evidence of Completion***

Sign in sheets will be filled out by participating teachers.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S4** 7

Administration will be monitoring classrooms implementing extended school.

**Person Responsible**

Russell Brock

**Schedule**

Monthly, from 11/2/2017 to 7/31/2018

***Evidence of Completion***

Teacher notes/lessons on instruction given during extended time.

**G2.B2.S5** Additional supplies and materials will be purchased to support student instruction. 4

 S271011

**Strategy Rationale**

Additional supplies and materials will provide teachers and students with tools they need for additional instruction.

**Action Step 1** 5

Administration will collect lists from teachers of supplies and materials needed.

**Person Responsible**

Sheila Wojnowski

**Schedule**

Quarterly, from 10/16/2017 to 6/30/2018

***Evidence of Completion***

Material/Supply lists.

**Plan to Monitor Fidelity of Implementation of G2.B2.S5** 6

Administration will review list for appropriate items for use in instruction.

**Person Responsible**

Russell Brock

**Schedule**

Quarterly, from 10/16/2017 to 6/30/2018

***Evidence of Completion***

Administrative signature as approval for purchase.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S5** 7

Administration will do inventory checks for supplies and materials.

**Person Responsible**

Sheila Wojnowski

**Schedule**

Annually, from 10/16/2017 to 6/1/2018

***Evidence of Completion***














Supply and materials check list.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.B1.S1.A1 A363160	Springfield will make copies of the curriculum for the staff.	Wojnowski, Sheila	7/10/2017	Teachers will be given curriculum.	8/7/2017 one-time
G2.B1.S1.A1 A363162	Provide pre inservice training to staff prior to implementation.	Brock, Russell	6/12/2017	Sign in sheets	8/7/2017 one-time
G2.B2.S2.MA1 M388111	Administration will monitor implementation of training through classroom walk throughs.	Wojnowski, Sheila	9/18/2017	Administration review materials provided to paras at training. Administration will complete classroom walk throughs forms to monitor para implementation of the program.	9/19/2017 one-time
G2.B2.S2.MA1 M388112	Provide paraprofessionals with information about training, provide transportation, TDYs for...	Wojnowski, Sheila	9/15/2017	Materials from training. Email from Sound Training for visit to Springfield to view implementation of the program.	9/19/2017 one-time
G2.B2.S2.A1 A363166	Three paraprofessionals will attend Sound Training.	Wojnowski, Sheila	9/18/2017	Email from Sound Training providers verifying attendance.	9/19/2017 one-time
G2.B2.S3.A1 A363167	Springfield will purchase 100 laptops.	Brock, Russell	10/16/2017	Purchase Order/Invoice for laptop purchase.	10/16/2017 one-time
G2.B2.S4.MA1 M388116	Teachers will attend an initial meeting on extended school implementation.	Wojnowski, Sheila	10/30/2017	Sign in sheets will be filled out by participating teachers.	10/30/2017 one-time
G1.MA1 M388101	Springfield will monitor office discipline referral reports monthly to determine the decrease in...	Wojnowski, Sheila	8/21/2017	EWS data, ODR reports.	6/1/2018 monthly
G2.MA1 M388119	NWEA/MAP fall and winter test sessions, common assessments	Wojnowski, Sheila	8/17/2017	NWEA/MAP reports, PLC test data reports	6/1/2018 monthly
G1.B1.S1.MA1 M388097	Springfield will monitor disciplinary incidents to determine effectiveness.	Wojnowski, Sheila	8/17/2017	Springfield will review disciplinary data to determine effectiveness of the curriculum in reducing discipline incidents.	6/1/2018 monthly
G1.B1.S1.MA1 M388098	Classroom walk throughs will be done to monitor implementation.	Brock, Russell	8/21/2017	A classroom walk through form will be utilized.	6/1/2018 monthly
G2.B1.S1.MA1 M388102	CWT, PLC administration visits	Brock, Russell	8/17/2017	CWT form, PLC minutes, agendas	6/1/2018 monthly
G2.B1.S1.MA1 M388103	Administrators will conduct classroom walk throughs and review teachers' lesson plans;...	Brock, Russell	8/17/2017	Teachers' lesson plans, classroom walk through data collection forms, agendas, PLC minutes	6/1/2018 monthly
G2.B2.S1.MA1 M388109	Classroom observations.	Wojnowski, Sheila	9/22/2017	Paraprofessional evaluations, paraprofessional packet given.	6/1/2018 one-time
G2.B2.S1.MA1 M388110	Class observations and MAP scores.	Brock, Russell	9/22/2017	Classroom observations forms and MAP scores.	6/1/2018 monthly
G2.B2.S1.A1 A363165	Hire additional paraprofessionals.	Wojnowski, Sheila	9/22/2017	Para schedule for new employees.	6/1/2018 one-time
G1.B1.S2.MA1 M388099	CWT and discussion with model teachers to record ongoing support provided.	Wojnowski, Sheila	8/21/2017	CWT form.	6/1/2018 monthly
G1.B1.S2.MA1 M388100	Administration will perform CWT to determine implementation.	Wojnowski, Sheila	8/21/2017	CWT form.	6/1/2018 monthly
G1.B1.S2.A1 A363161	Two model teachers will lead professional training of the Peace First Curriculum for the entire...	Wojnowski, Sheila	8/21/2017	Sign in sheets indicating attendance at training, Classroom visits	6/1/2018 one-time



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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1  M388104	Monitor strategies for effectiveness	Brock, Russell	8/17/2017	NWEA MAP, Reading/Math progress monitoring, and FCAT 2.0/FSA	6/1/2018 quarterly
G2.B1.S2.MA1  M388105	Monitor strategies for fidelity of implementation of new Eureka math curriculum	Brock, Russell	8/17/2017	Spreadsheets, Lesson Plans, Classroom Walk Throughs	6/1/2018 monthly
G2.B1.S2.A1  A363163	Ongoing progress monitoring will occur in grades kindergarten through fifth grade to ensure...	Brock, Russell	8/17/2017	Data meetings(agendas, sign-in sheet, spreadsheets), Student/Teacher Data Chats (form),	6/1/2018 monthly
G2.B1.S3.MA1  M388106	Instructional coach will provide ongoing support with class visits, model lessons and resources....	Brock, Russell	8/17/2017	Math coach activity logs and CWTs	6/1/2018 weekly
G2.B1.S3.MA1  M388107	Math coach and administration will monitor classrooms with weekly/monthly visits	Wojnowski, Sheila	8/17/2017	Math coach logs, CWT form	6/1/2018 monthly
G2.B1.S3.A1  A363164	Math Coach will visit all classrooms to ensure implementation.	Llorens, Yesenia	8/17/2017	Math Coach weekly log of activities	6/1/2018 weekly
G2.B2.S3.MA1  M388113	Teachers will set times for students' use of computer instructional programs.	Brock, Russell	10/16/2017	Lesson plans will display times for instructional computer program usage.	6/1/2018 monthly
G2.B2.S3.MA1  M388114	The Media Specialist will keep a log of laptop checkout by classroom.	Gorey, Lisa	11/1/2017	The log will be housed with the media specialist.	6/1/2018 annually
G2.B2.S5.MA1  M388117	Administration will do inventory checks for supplies and materials.	Wojnowski, Sheila	10/16/2017	Supply and materials check list.	6/1/2018 annually
G2.B2.S5.MA1  M388118	Administration will review list for appropriate items for use in instruction.	Brock, Russell	10/16/2017	Administrative signature as approval for purchase.	6/30/2018 quarterly
G2.B2.S5.A1  A363169	Administration will collect lists from teachers of supplies and materials needed.	Wojnowski, Sheila	10/16/2017	Material/Supply lists.	6/30/2018 quarterly
G2.B2.S4.MA1  M388115	Administration will be monitoring classrooms implementing extended school.	Brock, Russell	11/2/2017	Teacher notes/lessons on instruction given during extended time.	7/31/2018 monthly
G2.B2.S4.A1  A363168	After-school weekend and summer school will be provided.	Brock, Russell	11/2/2017	Attendance sheets from classrooms.	7/31/2018 monthly

## V. Professional Development Opportunities

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

**G1.** Springfield will decrease minor discipline incidents by utilizing a character education curriculum which focuses on social skills, communication, and practicing self control.

**G1.B1** Implementing the new Peace First curriculum, time, professional development.

**G1.B1.S2** Two lead teachers will provide in service training to the staff and will be model classrooms.

### PD Opportunity 1

Two model teachers will lead professional training of the Peace First Curriculum for the entire staff.

#### Facilitator

Sheila Wojnowski, Bre Bailey, Katelyn Mills

#### Participants

Teachers

#### Schedule

On 6/1/2018

**G2.** Springfield will increase proficiency through the use of data driven instruction by utilizing strategies and materials that focus on standards based instruction to address the academic needs of our students.

**G2.B1** Lack of knowledge in implementing all components of the core curricula, including the new Eureka Math curriculum.

**G2.B1.S1** Have staff attend training on implementing new math curriculum.

### PD Opportunity 1

Provide pre inservice training to staff prior to implementation.

#### Facilitator

Instructional coaches

#### Participants

Teachers, administration, and instructional coaches

#### Schedule

On 8/7/2017

**G2.B2** A majority of our students score below grade on statewide assessments in core subject areas.

**G2.B2.S2** Three Paraprofessionals will attend Sound Training to help students' vocabulary acquisition.

**PD Opportunity 1**

Three paraprofessionals will attend Sound Training.

**Facilitator**

Sound Training: Steve Ruder, M. Ed

**Participants**

Melissa Marvin, Genoa Burgess, Telesa Walker

**Schedule**

On 9/19/2017

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Springfield will make copies of the curriculum for the staff.				\$0.00
2	G1.B1.S2.A1	Two model teachers will lead professional training of the Peace First Curriculum for the entire staff.				\$0.00
3	G2.B1.S1.A1	Provide pre inservice training to staff prior to implementation.				\$311,760.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	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.			
4	G2.B1.S2.A1	Ongoing progress monitoring will occur in grades kindergarten through fifth grade to ensure instruction shifts based on implementation of new Eureka math curriculum.				\$2,039.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	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.			
5	G2.B1.S3.A1	Math Coach will visit all classrooms to ensure implementation.				\$0.00
6	G2.B2.S1.A1	Hire additional paraprofessionals.				\$40,212.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0231 - Springfield Elementary School	UniSIG	0.71	\$40,212.00
			Notes: Four 5.75 hour paras to provide tutorial services during the school day. Beginning October 1 - end of the school year. Includes 151,210,220,240.			
7	G2.B2.S2.A1	Three paraprofessionals will attend Sound Training.				\$7,640.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7730	330-Travel	0231 - Springfield Elementary School	UniSIG	0.0	\$7,640.00
			Notes: Sound training for 3 paraprofessionals.			

Bay - 0231 - Springfield Elementary School - 2017-18 SIP  
Springfield Elementary School

<b>8</b>	<b>G2.B2.S3.A1</b>	<b>Springfield will purchase 100 laptops.</b>				<b>\$52,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	644-Computer Hardware Non-Capitalized	0231 - Springfield Elementary School	UniSIG	0.0	\$52,000.00
			<i>Notes: Computers used for accessing online Eureka math and Achieve 3000 programs in order to enhance instruction.</i>			
<b>9</b>	<b>G2.B2.S4.A1</b>	<b>After-school weekend and summer school will be provided.</b>				<b>\$69,608.06</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0231 - Springfield Elementary School	UniSIG	0.73	\$38,278.00
			<i>Notes: Teachers for tutorials beyond the school day. After school - 6 teachers (3-5) 2 hrs twice a week starting November; Saturday tutorial - 3 teachers (3-5) 4hrs, 8 Saturdays, Jan-April; Summer school - 5 teachers, 4 wks, 5hrs days, 4 days a week, in June/July. Includes 121, 210, 220, 240.</i>			
	5100	150-Aides	0231 - Springfield Elementary School	UniSIG	0.37	\$5,360.00
			<i>Notes: Summer School - 6 paras, 5 hrs day, 4 days wk, 4 wks in June/July. Includes 151, 210, 220, 240.</i>			
	7800	790-Miscellaneous Expenses	0231 - Springfield Elementary School	UniSIG	0.0	\$4,000.00
			<i>Notes: Provide student transportation to and from tutorials.</i>			
	5100	510-Supplies	0231 - Springfield Elementary School	UniSIG	0.0	\$21,970.06
			<i>Notes: Purchase materials and supplies to support the implementation of the SOUND program, as well as after school, Saturday, and summer school tutorials.</i>			
<b>10</b>	<b>G2.B2.S5.A1</b>	<b>Administration will collect lists from teachers of supplies and materials needed.</b>				<b>\$21,970.06</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0231 - Springfield Elementary School	UniSIG		\$21,970.06
<b>Total:</b>						<b>\$505,229.12</b>