

2013-2014 SCHOOL IMPROVEMENT PLAN

Springfield Elementary School

520 SCHOOL AVE
Panama City, FL 32401
850-767-4575

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 82%
Alternative/ESE Center No	Charter School No	Minority Rate 57%

School Grades History

2013-14 D	2012-13 C	2011-12 D	2010-11 C
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	1	Sam Foerster

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Springfield Elementary School

Principal

Harriet Taylor

School Advisory Council chair

Nikki Gilbert

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Harriet Taylor	Principal
Ronada Rushing	Math/Science Coach
Candace Cole	Literacy Coach
Christina Borderlon	Math/Science Coach
Diane Carl	Guidance Counselor
Lisa Gorey	Media Specialist
Jessica Steele	Kindergarden Teacher
Carissa English	1st Grade Teacher
Wanda Peterson	2nd Grade Teacher
Crystal Adams	3rd Grade Teacher
Myra Burris	4th Grade Teacher
Yesenia Llorens	5th Grade Teacher
Sheila Tripp	ESE Teacher

District-Level Information

District

Bay

Superintendent

Mr. William V Husfelt

Date of school board approval of SIP

12/10/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

1-Principal

1- Chair

1-Co-chair
1-Parent Liason
10-Parents
4-Teachers
2-Support Personnel
3- Community Representative

Involvement of the SAC in the development of the SIP

Parents were invited to participate in the problem solving process and voted to approve the final School Improvement Plan.

Activities of the SAC for the upcoming school year

Involvement in quarterly meetings to discuss and monitor SIP. In addition promote family nights to promote academic family activities that are an extensions to standards taught in the classroom. SAC also developes and participates in parent surveys.

Projected use of school improvement funds, including the amount allocated to each project

No monies were alloted for School Improvement.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Harriet Taylor

Principal

Years as Administrator: 17

Years at Current School: 6

Credentials

Masters in Educational Leadership
BS Elementary Education
Certification for School Principal - all levels
Certification in Early Childhood (Pre-K and K)
Certification in Elementary Education
ESOL Endorsement

Performance Record

2012-2013 Principal at Springfield Elementary School: Grade C:
2011-2012: Principal at Springfield Elementary School; Grade D;
2010-2011: Principal at Springfield Elementary School; Grade C; Reading Mastery: 56%; Math Mastery: 62%; Science Mastery: 38%; Writing Mastery: 61%. The White, Economically Disadvantaged, and Students With Disabilities subgroups did not make AYP in Reading or Math. The Black subgroup did not make AYP in Reading. Springfield did not make AYP.
2009-2010: Principal at Springfield Elementary School; Grade C; Reading Mastery: 61%; Math Mastery: 58%; Science Mastery: 30%; Writing Mastery: 62%. The White, Black, Economically Disadvantaged, and Students With Disabilities subgroups did not make AYP in Reading or Math. Springfield did not make AYP.
2008-2009: Principal at Springfield Elementary School; Grade D; Reading Mastery: 69%; Math Mastery: 60%; Science Mastery: 24%; Writing Mastery: 41%. The Black and Economically Disadvantaged subgroups did not make AYP in Reading or Math. Springfield did not make AYP.
2007-2008: Assistant Principal at Parker Elementary School Grade C, Reading Mastery: 80%, Math Mastery: 71%, Science Mastery: 29%. The Black and FRPL subgroups did not make AYP in math.
2006-2007: Assistant Principal at Parker Elementary School Grade A, Reading Mastery: 77%, Math Mastery: 77%, Science Mastery: 41%. AYP: 97%, The SWD subgroup did not make AYP in math.
2005-2006: Assistant Principal at Parker

Elementary School Grade C, Reading Mastery: 77%, Math Mastery: 71%. AYP: 92%, The Black and SWD subgroups did not make AYP in Math.
2004-2005: Assistant Principal at Parker Elementary School Grade B, Reading Mastery: 75%, Math Mastery: 63%. AYP: 97%, The Black subgroup did not make AYP in math.

Ronada Rushing

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

Masters in Instructional Technology
BS in Home Economics
Certification Math 5-12
National Board Certified

Performance Record

2012-2013 Administrative Assistant Springfield Elementary;
Grade C;
2011-2012 District Technology Teacher on
Special Assignment (TOSA)
2005-2011 Mathematics Teacher
1980-2001 Mathematics Teacher
1978-1980 Home Economics Teacher

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Candace Cole		
Full-time / District-based	Years as Coach: 1	Years at Current School: 4
Areas	Reading/Literacy	
Credentials	B.S. Early Childhood Education ESOL Endorsement	
Performance Record	<p>September, 2012- 2013 Literacy Coach - Springfield Elementary School - C</p> <p>August, 2012-September, 2012 - Fourth Grade Teacher - Springfield Elementary School - C</p> <p>2011-2012 - Fourth Grade Teacher - Springfield Elementary School - D</p> <p>2010-2011 - Fourth Grade Teacher - Springfield Elementary School - C</p> <p>2007-2008 - Fourth Grade Teacher - Griffith Elementary School - Wichita, Kansas</p> <p>2006-2007 - Fourth Grade Teacher - Griffith Elementary School - Wichita, Kansas</p> <p>2005-2006 - Fourth Grade Teacher - Griffith Elementary School - Wichita, Kansas</p> <p>2003-2004 - Fourth Grade Teacher - Adams Elementary School - Wichita, Kansas</p> <p>1996-1999 - 6th Grade English Teacher - Surfside Middle School - A,A,A</p> <p>1988- 2001 - Fourth, Fifth, & 6th Grade Teacher - Haynes Elementary - Lubbock, Texas</p> <p>Rated High Effective according Bay District Schools Teacher Appraisal 2011-2013</p>	

Christina Bordelon		
Full-time / School-based	Years as Coach: 0	Years at Current School: 5
Areas	Mathematics, Science	
Credentials	BS-Elementary Education Certified k-6 Reading Endorsement ESOL Endorsement	
Performance Record	2013-2014 Springfield Elementary Math and Science Coach 2012-2013 Springfield Elementary Fifth Grade Teacher; School Grade C 2011-2012 Springfield Elementary Fifth Grade Teacher; School Grade D 2009-2011 Springfield Elementary Fifth Grade Teacher; School Grade C 2008-2009 Milville Elementary Forth Grade Teacher; School Grade A Rated High Effective according Bay District Schools Teacher Appraisal 2011-2013	

Dana Manis		
Part-time / District-based	Years as Coach: 1	Years at Current School: 1
Areas	Rtl/MTSS	
Credentials	Certified ESE K-12 Elementary Education K-6 Educational Media Specialist K-12 English 5-9 BS in Psychology 4/2000	
Performance Record	Highly qualified to work with site-based faculty to build their capacity with instructional and structural practices to facilitate school improvement. Rated high effective 2012-2013 Bay County Teacher Apprasial.	

Classroom Teachers

of classroom teachers

32

receiving effective rating or higher

32, 100%

Highly Qualified Teachers

100%

certified in-field

32, 100%

ESOL endorsed

16, 50%

reading endorsed

1, 3%

with advanced degrees

7, 22%

National Board Certified

5, 16%

first-year teachers

1, 3%

with 1-5 years of experience

10, 31%

with 6-14 years of experience

12, 38%

with 15 or more years of experience

10, 31%

Education Paraprofessionals

of paraprofessionals

43

Highly Qualified

43, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

3

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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 bi-monthly to strategies, CCSS, NGSSS and standards-based instruction. As necessary, NT and TINI will be given release time in order to facilitate observations, feedback, coaching and planning.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS/RtI team will meet monthly. The team may meet more often at the beginning of the school year. The team functions to conduct on-going AYP, FCAT data, and other universal screening data to match interventions to students' needs and stakeholder accountability. The team ensures MTSS/RtI 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/RtI structures required to best meet the needs of students. The MTSS/RtI process will be integrated in the District Reading Plan, District Student Progression Plan, and School Improvement Plan.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal and Assistant Principal:

Provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing MTSS/RtI, conduct assessment of MTSS/RtI skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support MTSS/RtI implementation, and communicate with parents regarding school-based MTSS/RtI plans and activities.

Intervention Teacher:

Assist in disaggregating data to determine intervention needs; evaluate and report disaggregated data to the instructional staff; provide assessment support to teachers through collaborative analysis of student work and formal and informal assessments; monitor the progress of students in deficit areas and offer suggestions for interventions to meet the students' needs; assist the classroom teacher in diagnosing difficulties and creating prescriptions for those identified students; assist in the planning of sustained professional development based on instructional needs and in alignment with goals in the School Improvement Plan; collaborate with other schools/districts to acquire successful and innovative strategies; work with the district departments to promote district initiatives; model scientifically research based instructional strategies for teachers; implement staff development activities to acquaint teachers with scientifically research based instructional strategies in the areas not making satisfactory progress; provide, as needed, intensive intervention instruction for students in areas not making satisfactory progress; administer individual student assessments as needed and appropriate to status; perform other related duties that will promote success as needed.

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.

Regular Education Representative:

Provide information about 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.

MTSS/Rtl Staff Training Specialist:

Support schools with the implementation of MTSS/Rtl; 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/Rtl 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

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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Administrators will ensure that the MTSS/Rtl team meets as required and implements the MTSS/Rtl plan with fidelity. Plan implementation and student progress will be monitored through monthly meetings and discussions with teachers. As necessary, faculty will receive professional development and ongoing support to ensure that plan fidelity is intact.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline Data:

Discovery Education Assessment; Florida Comprehensive Assessment Test (FCAT) Scores, FOCUS, Positive Behavior Support Model (PBS), DAR, DIBELS, SRA, and classroom-based assessment.

Progress Monitoring:

FCAT Simulations, Discovery Education Assessment, SRA, and classroom-based assessment (formative and summative); EASYCBM and DIBELS NEXT

Midyear Data:

Discovery Education Assessment

End-of-year Data:

FCAT, and Discovery Education Assessment

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional Development of the MTSS/Rtl implementation and process will be given to the teachers during their planning time throughout the 2013-2014 school year.

Parents are also informed of the MTSS/Rtl process through a Florida Department of Education MTSS/Rtl parent brochure and at least two parent conferences discussing the MTSS/Rtl process and academic or behavioral issue.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 10,800

Our extended day is directly tied to reading instruction. Instead of a ninety minute reading block, students receive 150 minutes of reading instruction per day. As a result of the extended day, we have been able to implement SRA Reading Mastery Signature Core Reading with tremendous fidelity.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

The data collected is the Discovery Education Assessments which are use to progress monitor three times per year. FCAT scores are another tool used to analyze data. Teachers participate in team meetings once per month to analyze data. Based on data, instruction is differentiated accordingly.

Who is responsible for monitoring implementation of this strategy?

Administration, Literacy Coach, and Classroom Teachers are responsible for implementation and monitoring the implementation of this strategy.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Harriet Taylor	Principal
Ronada Rushing	Administrative Assistant
Candace Cole	Literacy Coach
Christina Bordelon	Math/Science Coach
Diane Carl	Guidance Counselor
Lisa Gorey	Media Specialist
Jessica Steele	Kindergarten Representative
Carissa English	First Grade Representative
Wanda Peterson	Second Grade Representative
Crystal Adams	Third Grade Representative
Myra Burris	Fourth Grade Representative
Yesenia Llorens	Fifth Grade Representative
Shiela Tripp	ESE Representative

How the school-based LLT functions

The LLT will meet monthly to discuss student achievement and review diagnostic data. Subgroups of students will be monitored to ensure that MTSS/Rtl and other interventions are successfully improving

student achievement. Additionally, the LLT will ensure fidelity of implementation of research-based curriculum; application of rigor; relevance, relationship and cognitive complexity through CCSS and NGSSS; utilization of FCAT 2.0 item specifications; monitor pacing and make instructional adjustments accordingly; and ensure the implementation of Bay District Reading Frameworks and Bay District Comprehensive Reading Plan.

Major initiatives of the LLT

The LLT will ensure that the Bay District Comprehensive Reading Plan is implemented with fidelity. Classroom Assessment Principles and Guidelines (CAG) through data analysis, and formative/summative assessments drive interventions and instructional strategies.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Every classroom teacher has been trained to deliver Reading Mastery Signature Direct Instruction, to include all special area teachers who will deliver direct instruction daily during a forty-five minute time period. Classroom teachers will utilize Essential Questions and Focus Calendars to ensure instruction is based on academic need.

In addition, administration has ensured that the 150 minute reading block is uninterrupted. Fidelity walk-throughs will be conducted throughout the year.

Literacy Coach has placed each child at his/her instructional level to ensure a successful implementation of walk to read strategy. FCAT assessed grade level teachers are charged with the delivery of FCAT 2.0 Item Specifications on grade level to ensure all students are exposed to and understand appropriate standards that they will be accountable for on the FCAT assessment.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	50%	46%	No	55%
American Indian				
Asian				
Black/African American	48%	28%	No	54%
Hispanic				
White	54%	65%	Yes	59%
English language learners				
Students with disabilities	45%	31%	No	51%
Economically disadvantaged	48%	45%	No	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	61	29%	31%
Students scoring at or above Achievement Level 4	63	30%	33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		23%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		73%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	165	76%	79%
Students in lowest 25% making learning gains (FCAT 2.0)	45	88%	91%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		40%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		28%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		15%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	18	32%	35%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		53%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	49%	43%	No	54%
American Indian				
Asian				
Black/African American	43%	30%	No	49%
Hispanic				
White	50%	58%	Yes	55%
English language learners				
Students with disabilities	37%	22%	No	43%
Economically disadvantaged	47%	42%	No	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	69	33%	36%
Students scoring at or above Achievement Level 4	46	22%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		33%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		43%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	149	72%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	41	79%	81%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	13	18%	21%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		4%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		36%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		69%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	24		30
Participation in STEM-related experiences provided for students	219	49%	52%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	20	4%	1%
Students retained, pursuant to s. 1008.25, F.S.	22	4%	1%
Students who are not proficient in reading by third grade	50	65%	62%
Students who receive two or more behavior referrals	48	10%	7%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	110	24%	21%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Increase participation in evening activities to partner with parents to improve the academic, social, and emotional well being of each child, which is vital to the long term success of every student. In order to increase communication, we will train parents how to use Parent Portal, have computers available during the day, and send home monthly news letters.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Evening Activities Participation Average/Event	132	30%	33%
Communication with Parent Portal	56	12%	75%

Goals Summary

G1. Increase students' levels of proficiency.

Goals Detail

G1. Increase students' levels of proficiency.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Administrator support
- Instructional Coaches - district based and site based
- Common Assessments - formative and summative; calendarized; developed according to FCAT 2.0 rigor according to Item Specifications and content focus

Targeted Barriers to Achieving the Goal

- Lack of effective core curriculum materials to meet students' needs.

Plan to Monitor Progress Toward the Goal

DEA from baseline to midyear; SM6, DIBELS, content mastery assessments (SRA) and calendarized common assessments for incremental monitoring;

Person or Persons Responsible

Administration, instructional coaches, teachers

Target Dates or Schedule:

August: baseline data collection January: mid year data collection (add calendarized common assessments) content mastery assessments (ongoing) DIBELS: monthly

Evidence of Completion:

data reports/records as generated by assessments;

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase students' levels of proficiency.

G1.B1 Lack of effective core curriculum materials to meet students' needs.

G1.B1.S1 Implement explicit, systematic core curriculum to meet students' needs.

Action Step 1

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

Person or Persons Responsible

Teachers, para professionals, and instructional coaches

Target Dates or Schedule

Daily

Evidence of Completion

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

Facilitator:

Instructional coaches

Participants:

Teachers, para professionals, and instructional coaches

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

Administrators and instructional coaches 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 or Persons Responsible

Administrators, instructional coaches

Target Dates or Schedule

Weekly transitioning to monthly based on teachers' level of understanding and differentiated coaching

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B1.S1

DEA, SM6, DIBELS, writing, content mastery assessments, grade level calendarized common assessments

Person or Persons Responsible

Administration and instructional coaches

Target Dates or Schedule

Weekly observations and meetings (scaffolded to monthly); common assessments as calendarized by district (DEA, writing) and site (content mastery assessments)

Evidence of Completion

Agendas, lesson plans, classroom walk through instruments

G1.B1.S2 Strengthen core curriculum through integration of FCAT 2.0 Item Specifications and content focus skills.

Action Step 1

Integrate FCAT 2.0 Item Specifications and content focus skills throughout core curriculum

Person or Persons Responsible

Third through fifth grade teachers, Literacy Coach, Administration, and Math/Science Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Focus Calendars, Lesson Plans, Grade Book

Facilitator:

Literacy Coach and Math/Science Coach

Participants:

Classroom Teachers

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B1.S3 Ongoing progress monitoring to drive instructional changes and shifts based on student performance.

Action Step 1

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

Person or Persons Responsible

Administration, Coaches, District Resource Teachers, Teachers, Paraprofessionals, and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

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

Facilitator:

Dana Manis, Team Leaders

Participants:

MTSS Leadership Team, Grade Level Teams

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Monitor strategies for fidelity of implementation

Person or Persons Responsible

Administration, Coaches, District Personnel, Guidance, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Spreadsheets, Lesson Plans, Classroom Walk Throughs

Plan to Monitor Effectiveness of G1.B1.S3

Monitor strategies for effectiveness

Person or Persons Responsible

Administration, Coaches, District Personnel, Guidance, and Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Discovery Education Assessments, Reading/Math progress monitoring, and FCAT

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

Services are provided to ensure that students requiring additional remediation are assisted. 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 System Model (PBS). The guidance department will work with CeCe Brown, our Behavioral Specialist, and the necessary agencies to provide services, resources, and support to families.

Nutrition Programs

A free lunch program is offered at Springfield Elementary School.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase students' levels of proficiency.

G1.B1 Lack of effective core curriculum materials to meet students' needs.

G1.B1.S1 Implement explicit, systematic core curriculum to meet students' needs.

PD Opportunity 1

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

Facilitator

Instructional coaches

Participants

Teachers, para professionals, and instructional coaches

Target Dates or Schedule

Daily

Evidence of Completion

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

G1.B1.S2 Strengthen core curriculum through integration of FCAT 2.0 Item Specifications and content focus skills.

PD Opportunity 1

Integrate FCAT 2.0 Item Specifications and content focus skills throughout core curriculum

Facilitator

Literacy Coach and Math/Science Coach

Participants

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Focus Calendars, Lesson Plans, Grade Book

G1.B1.S3 Ongoing progress monitoring to drive instructional changes and shifts based on student performance.

PD Opportunity 1

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

Facilitator

Dana Manis, Team Leaders

Participants

MTSS Leadership Team, Grade Level Teams

Target Dates or Schedule

Ongoing

Evidence of Completion

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

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase students' levels of proficiency.	\$101,830
	Total	\$101,830

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Professional Development	Total
District and School Budget	\$97,670	\$0	\$97,670
Title I and District Budget	\$0	\$4,160	\$4,160
Total	\$97,670	\$4,160	\$101,830

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase students' levels of proficiency.

G1.B1 Lack of effective core curriculum materials to meet students' needs.

G1.B1.S1 Implement explicit, systematic core curriculum to meet students' needs.

Action Step 1

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

Resource Type

Evidence-Based Program

Resource

SRA Connecting Math and SRA Reading Mastery Signature

Funding Source

District and School Budget

Amount Needed

\$97,670

G1.B1.S2 Strengthen core curriculum through integration of FCAT 2.0 Item Specifications and content focus skills.

Action Step 1

Integrate FCAT 2.0 Item Specifications and content focus skills throughout core curriculum

Resource Type

Professional Development

Resource

Substitutes for Professional Development

Funding Source

Title I and District Budget

Amount Needed

\$2,080

G1.B1.S3 Ongoing progress monitoring to drive instructional changes and shifts based on student performance.

Action Step 1

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

Resource Type

Professional Development

Resource

Substitutes for Professional Development

Funding Source

Title I and District Budget

Amount Needed

\$2,080