

Springfield Elementary School



2014-15 School Improvement Plan

Springfield Elementary School

520 SCHOOL AVE, Panama City, FL 32401

[no web address on file]

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

82%

Alternative/ESE Center

No

Charter School

No

Minority

57%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

D

C

D

C

School Board Approval

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

SIP Authority and Template

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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 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.

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.

School Environment

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. Teachers and staff are representatives of varying cultures and realize that relationships are they key to students' success for learning. Not only are relationships formed between teacher, staff, and students, but also through the use of mentors on campus. Different cultures are celebrated through holiday activities and after school nights. Opportunities to build relationships, between teachers and staff, are presented at the beginning of the year. Those relationships continue to build throughout the year.

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, and after school. The traffic pattern at Springfield has changed this year to ensure the safety of our students. We now have a place on campus where students may be dropped off, from parents personal cars, away from the street. This has changed our bus pick up zone as well. As soon as students enter campus, in the morning, they are encouraged to eat a free breakfast in the cafeteria and then report to their assigned area, where they are safe, until picked up by their teacher, at the designated time. Springfield Elementary staff and teachers make sure that students feel respected from how students are treated in the classrooms to making sure that all students have the necessary clothing and shoes for school. A local church provides shoes for students in need with their service project, Shoes for Souls. Junior League provides school clothing and outerwear for students. Local businesses provide school supplies for students, so that all students have what they need for learning.

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

Positive behavior is reinforced by the use of "Tiger Tokens" with students. Students are acknowledged for behavior that needs to reoccur with the reward of "Tiger Tokens" and then they are allowed to spend their Tiger Tokens on special Friday activities that are school-wide or classroom based. These activities happen on an ongoing basis, in order to provide incentive for students to continue positive behavior.

Teachers are expected to provide incentives in order to prevent minor behavior problems, such as not completing work. They also understand that parents should be involved in the process for these minor behavior problems. All teachers use a "buddy teacher" for behavior that takes away learning from other students before using an office referral. Communication is expected to occur with parents when this step is necessary. When this effort to refocus the student is not successful and learning is still at issue with other students, because of a student's behavior, an office referral is written and the student visits the Administrative Assistant, in charge of discipline for Springfield Elementary School. Consequences start at lunch detentions, move to In School Suspension for part of the day, often accompanied by an additional lunch suspension. As a last resort, suspension is employed. This strategy is rarely used, because Springfield Elementary School understands that students need to be in class each day.

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

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

Early Warning Systems

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

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

- * Attendance is 90% or below
- * 1 or more suspensions
- * Course failure in English Language Arts
- * Academic frustration demonstrated in English Language Arts or Mathematics
- * Level 1 on statewide assessment
- * DEA Level 1
- * Previous year retention
- * Severe classroom behavior that interferes with learning/instruction

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	16	10	2	4	4	4	40
One or more suspensions	1	3	7	3	2	2	18
Course failure in ELA or Math	11	6	8	4	1	0	30
Level 1 on statewide assessment	0	0	0	48	37	27	112
Previous year retention	9	12	7	19	0	0	47
Level 1 on DEA	22	25	34	19	31	22	153
Academic Frustration in ELA or math	0	0	0	0	0	0	
Severe classroom behavior	0	0	0	0	0	0	

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	2	2	2	6

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

The strategies employed by Springfield Elementary School to improve the academic performance of students identified by the early warning system are as follows:

Students Attendance that falls 90% or below, received parent contact by the Parent Liason encouraging attendance and prompt arrival to ensure bell-to-bell learning.

Students that acquired two or more suspensions will be placed on a Behavior Intervention Plan to include Check-In and Check-out with positive reinforcement. This motivates and holds students accountable daily for behavior. Strategic strategies and interventions were employed to accommodate each situation and student. MTSS is utilized for students who have course failure/frustration in ELA or Math along with monthly team data chats. MTSS also utilized for students that score a Level 1 on the statewide assessment and/or level 1 on DEA. In addition to the MTSS process, students receive instruction on instructional level as well as grade level, to ensure that academic needs are met.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/64476>.

Description

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

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

Springfield actively recruits business and community partners to support the school and student achievement. These partnerships are built by developing relationships throughout our community. The Parent Liason strategically asks for support in different areas from different organizations. Once the support is provided, gratitude is expressed in writing by the staff, Parent Liason, and students. The expression of our gratitude allows the support from our partners to continue from year to year.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Taylor, Harriet	Principal
Rushing, Ronada	Assistant Principal
Bordelon, Christina	Instructional Coach
Cole, Candace	Instructional Coach
English, Carissa	Teacher, K-12
Adams, Crystal	Teacher, K-12
Llorens, Yesenia	Teacher, K-12
Mills, Robin	Teacher, K-12
Peterson, Wanda	Teacher, K-12
Sanders, Susan	Teacher, ESE
Steele, Jessica	Teacher, K-12
Gorey, Lisa	Instructional Media
Carl, Diane	Guidance Counselor

Duties

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

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/Rtl 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/Rtl 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/Rtl structures required to best meet the needs of students. The MTSS/Rtl 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 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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Nikki Gilbert	Parent
Martin Perez	Parent
Tonya Hill	Parent
Michelle Marshall	Parent
Karen Doak	Teacher
Carissa English	Teacher
Anthony Everidge	Parent
Susie Everidge	Parent
Harriet Taylor	Principal
Sheila Wojnowski	Teacher
Nell Burdette	Business/Community
Andrew Wiggins	Parent
Sara Shiplee-Eye	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

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.

Development of this school improvement plan

b. The administrators, teachers, and parents have conscientiously strived 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 the budget planning process. The stakeholders of SAC voted to approve the budget.

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.

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

No monies were allotted for School Improvement.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
English, Carissa	Teacher, K-12
Adams, Crystal	Teacher, K-12
Bordelon, Christina	Instructional Coach
Cole, Candace	Instructional Coach
Gorey, Lisa	Instructional Media
Llorens, Yesenia	Teacher, K-12
Mills, Robin	Teacher, K-12
Peterson, Wanda	Teacher, K-12
Rushing, Ronada	Assistant Principal
Sanders, Susan	Teacher, ESE
Steele, Jessica	Teacher, K-12
Taylor, Harriet	Principal

Duties

Describe how the LLT promotes literacy within the school

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

Public and Collaborative Teaching

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

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

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, and 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 Individual Professional Development Plans and share the findings in team meetings or Professional Learning communities. 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. All of these things combined, promote positive working relationships between teachers.

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.

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

Novice teachers (NT) or teachers in need of improvement (TINI) are paired with highly-effective veteran teachers. This mentoring allows for ongoing collaboration, NT and TINI observe their mentor based on their areas of strengths and weaknesses and meet with their mentor 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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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, by teachers. Teachers work in collaborative Professional Learning Communities with administration and coaches to determine what standards need to be focused on for individual students, based on data. The teachers use this data combined with their Florida Standards/ Item Specifications and create Focus Calendars. They teach the Focus lessons and then assess with Common Assessments across the grade group. After the assessment is given, the PLC meets again to discuss the data from the assessment and how that data can drive further instruction. As Springfield Elementary School, teachers know that Core Instructional programs and materials are resources and our main priority is addressing Florida Standards/ Item Specifications for each student, to ensure the highest level of learning possible.

Instructional Strategies

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

Springfield Elementary School uses data to provide and differentiate instruction to meet the diverse needs of students. This is done in various ways on our campus.

First, our students experience a Walk to Read program. All students at Springfield are taught on their Instruction level after a placement test is administered. The Reading/Language Arts block has a time frame of two to two and one-half hours, with 30 minutes of writing in addition to this time. Student data is discussed during monthly data chats and the Administrative Assistant reviews data for Reading bimonthly. Students are moved into groups, based on their data, after data chats, consultation with the team and Literacy Coach, or the Administrative review of data combined with discussion with the teacher.

Another way Springfield Elementary School uses data to provide and differentiate instruction is by providing Connecting Math instruction on the instructional level that students place. A placement test is administered at the beginning of each year. Students are grouped according to placement and receive instruction on the placement level indicated. As in Reading, data chats occur inside grade level teams to track student progress. The Administrative Assistant review math data once monthly and consults with teachers. Students are moved into groups based on their data, after data chats, consultation with the Math Coach, or Administrative review of data combined with discussion with the

teacher.

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

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: 5,400

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 Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Taylor, Harriet, taylohs@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 the Discovery Education Assessments which are use to progress monitor three times per year. FCATFSA 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.

Student Transition and Readiness

PreK-12 Transition

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

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

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

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the amount of students demonstrating learning gains, therefore increasing the number of students proficient in all assessed, academic areas.

Strategic Goals Detail

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

G1. Increase the amount of students demonstrating learning gains, therefore increasing the number of students proficient in all assessed, academic areas. 1a

G036195

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	60.0
AMO Math - All Students	59.0
FCAT 2.0 Science Proficiency	42.0
ELA/Reading Gains	68.0
Math Gains	64.0

Resources Available to Support the Goal 2

- Administrator support
- Instructional Coaches - district based and site based
- Common Assessments - formative and summative; calendarized; developed according to FCAT 2.0/FSA rigor according to Item Specifications and content focus, and appropriate Depth of Knowledge complexity, PLCs reviewing new Florida Standards, Item Specifications, and construction of Common Assessments
- Bay District Schools' Curriculum Guides and Year at a Glance Documents
- CPALMS

Targeted Barriers to Achieving the Goal 3

- Lack of fidelity during implementation of effective core curriculum materials.
- Lack of knowledge of the new Florida Standards.

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Harriet Taylor

Schedule

Quarterly, from 8/19/2014 to 6/5/2015

Evidence of Completion

data reports/records as generated by assessments;

Plan to Monitor Progress Toward G1. 8

Every students' SRA Reading Mastery Test data, SRA Reading Fluency Checkout data, and SRA Connecting Math Mastery Test data will be collecting and monitored biweekly.

Person Responsible

Ronada Rushing

Schedule

Biweekly, from 10/10/2014 to 6/5/2015

Evidence of Completion

SRA Reading Mastery Test data, SRA Reading Fluency Checkout data, and SRA Connecting Math Mastery Test data will be collecting and monitored biweekly to ensure that the program is being used effectively and to monitor the students' progress toward mastering Florida Standards. Evidence of this monitoring will be demonstrated through a checklist that correlates to each teacher and specific notes of any concerns that was discussed with each teacher, if applicable.

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Harriet Taylor

Schedule

Monthly, from 9/5/2014 to 6/5/2015

Evidence of Completion

Agendas that correspond to grade levels and standards. Agendas will focus on reviewing past assessment and students' results and devising an individualized teacher plan for instruction based on student data, reviewing and analyzing current standards and item specifications, integrating current and past standards into future curriculum, and reevaluating focus calendars.

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Harriet Taylor

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Classroom walk-through documentation and Lesson plan checklist.

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  **S123456** = Quick Key

G1. Increase the amount of students demonstrating learning gains, therefore increasing the number of students proficient in all assessed, academic areas. **1**

 **G036195**

G1.B1 Lack of fidelity during implementation of effective core curriculum materials. **2**

 **B086683**

G1.B1.S1 Implement core curriculum with fidelity. **4**

 **S097363**

Strategy Rationale

This is a research based curriculum that proves to be most effective when all components are implemented correctly.

Action Step 1 **5**

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

Person Responsible

Harriet Taylor

Schedule

Biweekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

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

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

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

Person Responsible

Harriet Taylor

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

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

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

DEA, SM7, DIBELS, Bay Writes, content mastery assessments, common assessments

Person Responsible

Candace Cole


Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Agendas, lesson plans, classroom walk through instruments

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

 S097365

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Harriet Taylor

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

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

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

Monitor strategies for fidelity of implementation

Person Responsible

Harriet Taylor

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Spreadsheets, Lesson Plans, Classroom Walk Throughs

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

Monitor strategies for effectiveness

Person Responsible

Harriet Taylor

Schedule

Quarterly, from 8/19/2014 to 6/5/2015


Evidence of Completion

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

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

 B114549

G1.B2.S1 Strengthen core curriculum through integration of specific content focus standards that will be assessed on FSA/FCAT 2.0. 4

 S126088

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Harriet Taylor

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Sign in sheets from PLCs focusing on Florida Standards and Item Specifications and the integration of them into the Core Curriculum.

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

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

Person Responsible

Harriet Taylor

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

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

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

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

Person Responsible

Harriet Taylor


Schedule

On 6/5/2015

Evidence of Completion

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

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

 S126091

Strategy Rationale

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

Action Step 1 5

Teams will meet with Instructional Coaches to develop Common Assessments based on Florida Standards

Person Responsible

Harriet Taylor

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Sign in sheets/notes from team meetings, Common Assessments

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

Lesson Plans will be monitored along with classroom visits by administration

Person Responsible

Harriet Taylor

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

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

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

Instructional Coaches will meet with teaching teams to develop Common Assessments based on Florida Standards

Person Responsible

Harriet Taylor

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

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

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide instruction based on students' instructional level as indicated by placement assessments	Taylor, Harriet	8/19/2014	Lesson plans to document use of curriculum based on students' instructional level; classroom walk through documents	6/5/2015 biweekly
G1.B1.S2.A1	Ongoing progress monitoring will occur in grades kindergarten through fifth grade to ensure instruction shifts based on student performance.	Taylor, Harriet	8/19/2014	Data meetings(agendas, sign-in sheet, spreadsheets), Student/Teacher Data Chats (form),	6/5/2015 monthly
G1.B2.S2.A1	Teams will meet with Instructional Coaches to develop Common Assessments based on Florida Standards	Taylor, Harriet	8/19/2014	Sign in sheets/notes from team meetings, Common Assessments	6/5/2015 monthly
G1.B2.S1.A1	Instructional Coaches will meet with teaching teams to develop knowledge of Florida Standards and Item Specifications and the integration of them into the Core curriculum for all instructional areas.	Taylor, Harriet	8/19/2014	Sign in sheets from PLCs focusing on Florida Standards and Item Specifications and the integration of them into the Core Curriculum.	6/5/2015 monthly
G1.MA1	DEA from baseline to midyear; SM6, DIBELS, content mastery assessments (SRA) and calendarized common assessments for incremental monitoring;	Taylor, Harriet	8/19/2014	data reports/records as generated by assessments;	6/5/2015 quarterly
G1.MA2	Every students' SRA Reading Mastery Test data, SRA Reading Fluency Checkout data, and SRA Connecting Math Mastery Test data will be collecting and monitored biweekly.	Rushing, Ronada	10/10/2014	SRA Reading Mastery Test data, SRA Reading Fluency Checkout data, and SRA Connecting Math Mastery Test data will be collecting and monitored biweekly to ensure that the program is being used effectively and to monitor the students' progress toward mastering Florida Standards. Evidence of this monitoring will be demonstrated through a checklist that correlates to each teacher and specific notes of any concerns that was discussed with each teacher, if applicable.	6/5/2015 biweekly

Bay - 0231 - Springfield Elementary School - 2014-15 SIP
Springfield Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA3	Professional Learning Communities to analyze Florida standards and item specifications, construct assessments that align with standards and item specifications, analyze student data and make modifications to instruction. These modifications will ensure students' academic needs are being addressed and students are mastering Florida Standards	Taylor, Harriet	9/5/2014	Agendas that correspond to grade levels and standards. Agendas will focus on reviewing past assessment and students' results and devising an individualized teacher plan for instruction based on student data, reviewing and analyzing current standards and item specifications, integrating current and past standards into future curriculum, and reevaluating focus calendars.	6/5/2015 monthly
G1.MA4	Classroom walk-throughs and review of lesson plans to ensure that core curriculum is implemented with fidelity, Florida standards are integrated, and effective strategies are being utilized.	Taylor, Harriet	8/25/2014	Classroom walk-through documentation and Lesson plan checklist.	6/5/2015 weekly
G1.B1.S1.MA1	DEA, SM7, DIBELS, Bay Writes, content mastery assessments, common assessments	Cole, Candace	8/19/2014	Agendas, lesson plans, classroom walk through instruments	6/5/2015 monthly
G1.B1.S1.MA1	Administrators will conduct classroom walk throughs and review teachers' lesson plans; administrators and instructional coaches will meet with teachers' during common planning to discuss students' progression	Taylor, Harriet	8/19/2014	Teachers' lesson plans, classroom walk through data collection forms, agendas	6/5/2015 monthly
G1.B2.S1.MA1	Common Assessments/ Focus Calendars will be monitored based on Florida Standards	Taylor, Harriet	8/19/2014	Sign In sheets/notes from team meetings, Common Assessments/ Focus Calendars	6/5/2015 one-time
G1.B2.S1.MA1	Lesson Plans will be monitored along with classroom visits by administration.	Taylor, Harriet	8/19/2014	Lesson plans and instruction will reflect integration of specific content focus standards that will be assessed on FSA/ FCAT 2.0.	6/5/2015 monthly
G1.B1.S2.MA1	Monitor strategies for effectiveness	Taylor, Harriet	8/19/2014	Discovery Education Assessments, Reading/Math progress monitoring, and FCAT	6/5/2015 quarterly
G1.B1.S2.MA1	Monitor strategies for fidelity of implementation	Taylor, Harriet	8/19/2014	Spreadsheets, Lesson Plans, Classroom Walk Throughs	6/5/2015 monthly
G1.B2.S2.MA1	Instructional Coaches will meet with teaching teams to develop Common Assessments based on Florida Standards	Taylor, Harriet	8/19/2014	Sign in sheets from PLCs focusing on the development of Common Assessments based on Florida Standards, team meeting notes, Common Assessments	6/5/2015 monthly
G1.B2.S2.MA1	Lesson Plans will be monitored along with classroom visits by administration	Taylor, Harriet	8/19/2014	Lesson plans and instruction will reflect common assessments, based on Florida Standards, used to drive instruction.	6/5/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase the amount of students demonstrating learning gains, therefore increasing the number of students proficient in all assessed, academic areas.

G1.B1 Lack of fidelity during implementation of effective core curriculum materials.

G1.B1.S1 Implement core curriculum with fidelity.

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

Schedule

Biweekly, from 8/19/2014 to 6/5/2015

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

PD Opportunity 1

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

Facilitator

Karen Beck, Team Leaders

Participants

MTSS Leadership Team, Grade Level Teams

Schedule

Monthly, from 8/19/2014 to 6/5/2015

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

G1.B2.S1 Strengthen core curriculum through integration of specific content focus standards that will be assessed on FSA/FCAT 2.0.

PD Opportunity 1

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

Facilitator

Christina Bordelon, Candace Cole

Participants

Teaching Teams by grade level

Schedule

Monthly, from 8/19/2014 to 6/5/2015

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

PD Opportunity 1

Teams will meet with Instructional Coaches to develop Common Assessments based on Florida Standards

Facilitator

Christina Bordelon, Candace Cole

Participants

Grade Level Teaching teams

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0