

Southport Elementary School



2014-15 School Improvement Plan

Southport Elementary School

1835 BRIDGE ST, Southport, FL 32409

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
69%

Alternative/ESE Center
No

Charter School
No

Minority
7%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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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

Southport Elementary School is committed to creating a safe learning environment which maximizes student potential in a setting where academic excellence is accomplished by emphasizing character development of the individual in a school culture of respect and civility.

Provide the school's vision statement

Our vision is not only to benefit the students of today, but also to influence this community's future by empowering our children with self-assurance and knowledge to become key contributors in the 21st century.

School Environment

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

It is often the case that small and simple deeds done with great love and conviction can inspire life-altering changes of perspective that can empower us and impact our future. Such is the case with Southport Elementary School's Character Education Program, "Keeping the Promise". It has served as a cornerstone of renewed pride and commitment to our school and community as our students have embraced its principles and fervently shared them with their families. The school's faculty and staff whole-heartedly believe in the effectiveness of this program. It has served to unify us in our mission to provide our students with a high-quality education in academics, the Arts, citizenship, and service-learning that will equip them to be responsible caring members of our society. As our students become more cognizant of the impact they can have upon their own futures, there is a natural progression of awareness of the possibilities that exist for serving others. The leaders of our future are walking our halls and they will be leaders of acceptance and service to others by extending their hands in caring compassion to those in need. They will continue to keep the Promise through living, learning, and serving.

One example of learning about students' cultures and building relationships between teachers and students is our annual Celebration of Service Learning event. This event has grown over the past eight years to include 35+ vendors who share with our students a different perspective and purpose of their service to our local community. Teachers and students spend the entire school day visiting booths or exhibits situated around our campus grounds and hosted by the community vendors.

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

Southport Elementary is a small community school where most everybody recognizes and acknowledges others by name. We strive to get to know our parents by inviting them to participate in conferences, workshops, Parent-Teacher organization activities, school volunteer activities, community events held on campus, quarterly flag raisings, and family meals. Anybody on campus must wear name tags so they can be identified as approved to be walking our sidewalks and hallways. The campus is secured and locked during the school day with the only entry point being our front office. Several safety team members carry walkie-talkies throughout the day in case of emergencies that require immediate attention. Our Physical Education teacher keeps a keen watch on the largest majority of our outside perimeter and notifies the team of any suspicious activity. Our administration and leadership team have a few local Sheriff's Deputies on cell-phone speed dial and

receive immediate response in crisis situations. We have an active School Safety plan which includes before, during, and after hours plans with all staff having access by I-drive to the contents. We practice fire drills 10 times a school year. We also practice for inclement weather and active shooter on campus emergency situations with the entire student body. Our local Sheriff's Deputies patrol our school area regularly and when available, join us for before school drop-offs and after school pick-ups. Bus duty personnel speak with the children as they are dropped off in the mornings and have learned the children by name and know which car picks them up in the afternoon. This makes for a safe, orderly, and friendly system for all involved.

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

Southport Elementary has a school-wide character education program. The faculty uses a common vocabulary to support this program and classroom behavioral expectations. The program has clear behavioral expectations that focus on students becoming strong and maintaining strength in "body, mind, and spirit." Each teacher expects students to uphold this conduct in the classroom and they are supported by administration after they have followed classroom disciplinary procedures (call home to parent before office disciplinary referral). Teachers submit office disciplinary referrals online through FOCUS and administrators call students to the office. This system aids in limiting the amount of time that students are out of the classroom due to discipline. Training is provided by the District in Crisis Prevention Intervention. The school-wide plan is clearly outlined in the staff handbook and reviewed during pre-school inservice.

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

The school provides support services to meet the physical, social, and emotional needs of the student population through a host of programs that have been organized and made available by our Guidance Counselor and the Title I Parent Liaison to best meet the needs of the whole child. Parent classes, health and welfare opportunities, clothing and personal needs, referral sources, and nutritional offerings are just a few of the many ways in which we excel in serving parents and students in need. In addition, our nationally recognized character education program, "Keeping the Promise", was developed by our music teacher and is in use in more than 30 states in our nation.

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

Although Early Warning Systems is intended for secondary schools, Southport Elementary School collected and analyzed data for the following indicators:

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension,
2. One or more suspensions, whether in school or out of school,
3. Course failure in English Language Arts or Mathematics, and
4. A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics.

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	9	10	10	6	7	10	52
One or more suspensions	1	0	3	5	11	6	26
Course failure in ELA or Math	4	1	3	5	3	4	20
Level 1 on statewide assessment	0	0	0	22	25	19	66

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

Indicator	Grade Level					Total
	K	2	3	4	5	
Students exhibiting two or more indicators	2	2	10	12	10	36

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

A data analysis of students by grade level that exhibit any of the early warning indicators revealed that there are 36 students in grades K, 2, 3, 4, and 5 that manifest two or more. The academic performance of these students will be addressed through interventions using Florida's Multi-Tiered System of Supports (MTSS) and the processes of the newly formed Professional Learning Communities (PLC).

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/210443>.

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

Our quality of life index rating of 138 far exceeds the national average of 100 and is a great prelude to sharing the uniqueness of this community and its relationship to Southport Elementary School. In this community, the most important gathering areas are the school, ballpark, churches, and Deer Point Dam Recreational Area. As this would indicate, the level of parent involvement would qualify as a unique feature of this community. Any social event at our school including: Celebration of Learning, Spring Concert, Christmas Concert, Fall Festival, Mother/Daughter Chili Supper, Father/Son Chili Supper, quarterly flag raisings, field trips, family breakfast, book fair, and parent workshops is well attended. In addition, Southport Elementary was one of the first schools to have a parent volunteer program (WAVES

- Willing, Active, Volunteers, in Educational Service). During the past school year, over 175 parents completed the requirements to become a school volunteer.

Although Southport Elementary benefits from a high level of community involvement, we are still challenged by a 71% high poverty rate of our students in this community. We have addressed this need first by professional development in the form of book studies on poverty. Next, as a Title I school, Southport Elementary developed a Parent Involvement Plan that seeks to cultivate and carry out a plan to create an equal partnership with parents in the educational process. Our parents are given the opportunity to share in the decision-making process of developing the School Improvement Plan through service on leadership teams such as the School Advisory Team and through annual climate and Title I surveys.

In addition to this plan which addresses the needs of students living in poverty, our guidance counselor constantly seeks ways to assist the community through matching students and their families with organizations that provide clothing trips, new shoes, food, glasses, counseling, Thanksgiving and Christmas food baskets, and toys at Christmas.

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
Miller, Dianne	Principal
Kibler, LeAnn	Assistant Principal
Maddox, Tina	Guidance Counselor
Radke, Judy	Instructional Media
Bente, Lynn	Teacher, K-12
Scurlock, Amanda	Instructional Coach
Hawley, Rhonda	Teacher, K-12
Schulte, Holly	Teacher, K-12
Dutton, Jeannie	Teacher, K-12
Spencer, Michelle	Instructional Coach
Rowell, Theresa	Teacher, K-12

Duties

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

Each Leadership Team Member has had the opportunity to review the plan, make suggestions of interventions for different academic areas, participate in curriculum team meetings to review specific academic areas and identify goals, objectives, and strategies, and to participate in faculty meetings to finalize plan components and details.

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

Southport Elementary's Leadership Team will meet monthly to address concerns expressed by members and individual classroom teachers. Members of the Leadership Team will also meet with grade groups during weekly grade group meetings to provide support, assistance, or clarification on interventions needed with individual students. MTSS meetings with individual parents and teachers will be scheduled on Tuesdays to include the use of the MTSS Staff Training Specialist, District ESE Resource Teacher, and School Psychologist.

Title I, Part A

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

Title I, Part C- Migrant

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

- Advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition and social services.
- Support for schools serving migrant students
- Family literacy programs, including such programs that use models developed under Even Start
- The integration of information technology into educational and related programs and
- Programs to facilitate the transition of secondary school students to post-secondary education or employment

Title I, Part D

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

Title II

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

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

Title II funds the demonstration classroom model for beginning teachers coordinated through SPE.

Title III

The Title III/ESOL program provides assistance to students, parents and teachers for students whose

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

Title X- Homeless

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

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

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

Supplemental Academic Instruction (SAI)

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

Supplemental instruction strategies may include, but are not limited to

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

Violence Prevention Programs

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

Nutrition Programs

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

Housing Program

The Bay County Housing Rehabilitation Program is designed to restore single family, homeowner occupied, year-round residential property to meet state and local building code standards. Homes must be located in Bay County, but outside the city limits. A family's total household income determines which program can assist. All applications received are considered on a first come, first serve basis. Work to be done is also based on funding limitations and the amount of funds available.

The Bay Area Housing, Inc., under the Bay County Housing Rehabilitation section, administers the program for Bay County. The mission of the Housing Rehabilitation Program is to conserve and improve the housing stocks in Bay County for moderate- to low-income home owners. With funds provided by the Michigan State Housing Development Authority (MSHDA), an applicant, depending on their income level, can obtain a 3-percent monthly repayment loan or a 0-percent deferred loan that is repaid at the time of ownership or occupancy change.

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

Head Start

Head Start provides children with activities that help them grow mentally, socially, emotionally, and physically. Head Start recognizes that parents are the first and most important teachers of their children. Parent involvement is welcomed in Head Start activities so that parents are partners to help children progress. Children who are 3 to 5 years old are eligible for Head Start services. Pregnant women and children from birth to 3 years of age are eligible for Early Head Start services. Children and families who are homeless, in foster care, or receive TANF or SSI are also eligible for services. Eligibility is determined by Head Start program staff and some families may be eligible for services if they are determined to be at or below the federal poverty level. Some grantees enroll a percentage of children from families with incomes above the poverty guidelines as well.

Adult Education

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

Career and Technical Education

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

Job Training

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Cayla Anderson	Teacher
Leslie Abrams	Education Support Employee
Shawna Blair	Parent
Holly Grossmith	Education Support Employee
LeAnn Kibler	Principal
Dianne Miller	Principal
Donelle Stukey	Education Support Employee
Bridgette Walden	Education Support Employee
Nina Gilmer Day	Parent
Heather Halstead	Parent
Regina Hubbard	Parent
Jessica Isler	Parent
Amy Joyner	Parent
Lesley Kemp	Parent
Melissa Mayers	Parent
Billie McCosh	Parent
Katrina Millican	Parent
Lisa Pace	Parent
Ashley Phillips	Parent
Gina Reynolds	Parent
Misty Ankeny	Parent
Tabatha Cotton	Parent
Carrie Cross	Parent
Pastor Jason Hall	Business/Community
Angelle Newmans	Parent
Kim Mutter	Parent
Kimberly Morrell	Parent
Sherry Lee	Parent
Lisa Foster	Parent
Angela Brannon	Parent
Brandy Jacobs	Parent
Amanda Ruig	Parent
Shannon Rodriguez	Business/Community
Charity Shannon	Parent
Stephanie Spence	Parent
Susan Walker	Parent
Bronnda Whetstine	Parent

Duties

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

Evaluation of last year's school improvement plan

On February 3, 2014, Southport Elementary SAC listened to a report on the School Accreditation Process and the importance of the surveys and input received. The SAC reviewed the school motto, purpose, vision, and mission statements. It was decided to add the word "community" to belief number 4. At the same meeting, progress toward the goals of our school improvement plan was discussed. No changes were recommended.

During the September SAC Meeting, an evaluation of last year's school improvement plan will be conducted.

Development of this school improvement plan

During the SAC Meeting held September 25, 2013, Mrs. Miller explained the changes and new processes for school improvement plans. Parents reviewed the proposed SIP for the 2013-2014 school year. In addition to an open discuss of the goals, strategies, and action steps, parents were asked to complete an input survey form. Records of all responses are maintained for review. At the September meeting, a chairman and secretary will be elected and the council will review 2013-2014 student performance data in all curriculum areas as well as share the decision-making responsibility in the development of the school improvement plan. In addition, this council will act as an advisory body to the school administrators, provide input, and assist in the monitoring of Southport Elementary's School Improvement Plan.

Preparation of the school's annual budget and plan

At the September 25, 2013 SAC Meeting, the proposed school budget for the 2013-2014 school year was presented for review. A notice was sent to members of the SAC committee as notification of the meeting agenda.

During the October 7 SAC Meeting, the proposed Title I budget for the 2013-2014 school year was presented for review. In addition to the discussion, parents were given an opportunity to offer additional feedback via a survey completed at the conclusion of the meeting.

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

During the May 22, 2103 SAC Meeting, Mrs. Miller discussed the School Advisory Council Budget. Our school received \$1,911. She explained the need for additional laptop computers. A member purposed that three laptop computers be purchased for student use. The motion was approved.

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
Kibler, LeAnn	Assistant Principal
Radke, Judy	Instructional Media
Maddox, Tina	Guidance Counselor
Scurlock, Amanda	Instructional Coach
Miller, Dianne	Principal
Schulte, Holly	Teacher, K-12
Rowell, Theresa	Teacher, K-12
Dutton, Jeannie	Teacher, K-12
Kirvin, Kelly	Teacher, K-12
Street, Susan	Teacher, K-12
Wackowski, Barbara	Other
Frazier, Susan	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT this school year will be to collect and analyze data, formulate recommendations for the Reading Curriculum Team and MTSS Leadership Team, attend trainings in new strategies/content, assist with course instruction, identify tutoring and enrichment needs, and provide a school-based support system for all faculty. It is the responsibility of the LLT to implement the CRP with fidelity.

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

Teachers have common planning periods. Teachers are learning the process for building Professional Learning Communities using the book "Learning by Doing" and have established teams, norms, and plans. Every Thursday has been designated for PLC team meetings where teachers focus on building collaborative instructional plans and common assessments. School-wide training in class-building and team-building using appropriate protocols is reinforced at faculty meetings and other team meetings.

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

1. Principal forms a hiring selection team utilizing an interview tool that focuses on key instructional proficiencies that are aligned with teacher evaluation criteria and the instructional proficiencies needed for the school population served.
2. Beginning teachers are provided professional development in data analysis, classroom management, and assessment skills by scheduling them to observe and debrief in the school's demonstration classrooms.
3. Common planning times allow grade group meetings and PLC's that enhance professional relationships, sharing of best practices, and curriculum planning.
4. The principal provides formal and informal feedback addressing highly effective strategies which are consistent with the District's appraisal system.

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

Name of Mentor: Cayla Anderson/ Demonstration Classroom Teacher and Coordinator

Mentee Assigned: All K-5 teachers district-wide in their first three years of teaching

Rationale for Pairing: An experienced teacher with a new teacher

Planned Mentoring Activities: Teachers will observe a selected model teacher all day. They will debrief during planning; reflect on what they observed; have any questions answered; and, learn the research behind practices used. Selected model teachers include: K- Kim Gann, 1st- Caya Anderson, 2nd & 3rd- Sally Kelley, and 4th & 5th- Leigh Brannon

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

As mandated by Florida's Department of Education's Bureau of Standards and Instructional Support, Southport Elementary School continues the implementation of Florida's Next Generation Sunshine State Standards for the Arts, Health Education, Physical Education, Science, and Social Studies and Florida's New Standards for English Language Arts/Reading and Mathematics. As a part of this implementation process, Bay District Schools ensures these standards are supported by the adoption of core instructional programs that are aligned to Florida's standards. All instructional staff members have the opportunity and are encouraged to attend training for each newly adopted series. In addition, Southport Elementary will be implementing Professional Learning Communities as a part of our school improvement plan. These PLC groups will make use of common planning, assessments, and data analysis to ensure curriculum is not only delivered with rigor and relevance, but that students have a greater opportunity for mastery of the standards.

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

Southport Elementary implements a comprehensive assessment system that generates a range of data. Our teachers participate in data analysis at the beginning of every school year to look at the previous year's data. Then, curriculum teams meet to look more closely at the data for their subject area. During this training, we also identify what areas need to be strengthened so that more students are successful. We look at a range of data from FCAT and SAT10 to Discovery Education Assessment Scores. All professional staff are trained and learn how to disaggregate their own students' data. The School Improvement Team then develops a plan on different strategies and techniques that will be implemented to improve assessment scores. Southport also has an MTSS Leadership Team that reviews the data of students who are struggling behaviorally and academically. Every teacher meets with members from the MTSS Team once a month to discuss needs of students from their class who are either in the MTSS process or need to be considered for inclusion.

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: After School Program

Minutes added to school year: 1,440

During the after-school tutoring sessions for students identified as at risk of academic failure, selected instructional staff will model researched-based strategies aimed at improving the educational outcomes in the core academic subjects of ELA (English Language Arts) and Mathematics.

Strategy Rationale

An after school tutoring program is a research-based strategy to improve the academic performance of low performing students:

According to John Hattie's research in Visible Learning, remediation/feedback has a .65 effect on student achievement. .65 is equivalent to one and one half the average affect size and well within the Zone of Desired Effects.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Kibler, LeAnn, kiblelm@bay.k12.fl.us

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

Data Collection: Data will be collected and reviewed based on teacher-selected pre / post tests and on student attendance.

Effectiveness of the Strategy: The after school tutoring program will be considered successful if the majority of students enrolled in the program show both academic growth and are absent for no more than two tutoring sessions.

Strategy: Extended School Day

Minutes added to school year: 4,200

The before school Talented and Gifted (T.A.G.) Program at Southport Elementary is intended to provide differentiated learning experiences based on the objectives and goals of individualized educational plans (EP) developed in collaboration with parents.

Strategy Rationale

Services to Talented and Gifted (T.A.G.) students are mandated by the state and district.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Radke, Judy, radkejy@bay.k12.fl.us

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

Data Collection: Data collection will be based on teacher-made checklists and rubrics designed to reflect the goals and objectives of each T.A.G. student's educational plan.

Effectiveness of the Strategy: The before school enrichment program for Talented and Gifted students will be considered effective if students achieve their EP goals and objectives.

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

PreK

Southport Elementary School provides immense support for the preschool student's transition from Pre-K into Kindergarten. Beginning early in Pre-K, the preschool students are introduced to how the importance of learning Pre-K concepts will benefit future learning in kindergarten. In order to ease anxiety that some preschool students possess, many books are read to the students about kindergarten and the activities students will participate in the following year. Beginning mid-year, workstations are implemented similar to workstations in the kindergarten classrooms. Later in the preschool year, students are introduced to each of the kindergarten teachers. The preschool students tour kindergarten classrooms to observe similarities in the classrooms and activities. During the last few weeks of school, the preschool students join the kindergarten students during lunchtime and recess on the kindergarten playground.

On the first day of the new school year, Southport Elementary School hosts a Kindergarten Orientation for parents and students. This orientation provides parents and students an opportunity to become acquainted with their child's new teacher and our school. During orientation, parents are informed of policies and procedures, have questions answered, and take a tour of the school while the students are familiarizing themselves with their new classroom. Parental involvement and communication are top on our priority list of key components to a successful kindergarten experience.

Southport Elementary School participates in a staggered start for all kindergarten students. A welcome letter is sent to all parents of incoming kindergarten students with notification of the date for

orientation (first day of school) and whether their child will attend class on the second or third day of the new school year. Staggering the start date allows for each student to become acclimated with the school on a more one-on-one basis with the classroom teacher. Half of the students in each kindergarten class are scheduled to attend school on the second day and the other half are scheduled to attend on the third day of school. All kindergarten students will attend on the fourth day of school.

K-5

Southport Elementary School's Record Clerk extends a welcome to all new students and their parents/guardians. Each new student and their parents are escorted and introduced to the receiving classroom teacher. Upon request, the Guidance Counselor, Tina Maddox, will give a guided tour of our facility.

Fifth Grade Transition to Middle School

Bay District School provides all 5th grade students the chance to visit the middle school they will be attending the next year during the last month of fifth grade. For ESE students, articulation meetings are held during May to provide parents / guardians the opportunity to discuss how the needs of their child will be met in middle school.

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

N/A

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

N/A

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

N/A

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

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase student achievement in ELA and Mathematics using research-based strategies including professional learning communities.

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 student achievement in ELA and Mathematics using research-based strategies including professional learning communities. 1a

G055847

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	31.0
Attendance Below 90%	10.0
ELA/Reading Gains	15.0

Resources Available to Support the Goal 2

- Computer Labs: SM7 & Fast ForWord
- FOCUS
- District Attendance Policy
- Math Manipulatives
- Jeremy Centeno
- Think Central
- Inservice Training
- Grade Group Planning
- Math Training Specialist
- Literacy Coach
- PLC Book Study
- Kagan Training

Targeted Barriers to Achieving the Goal 3

- Attendance / tardies
- Lack of use of common assessments / not enough time for the teaching of Mathematics / Knowledge of Florida's Mathematics State Standards
- Lack of consistency and unity between pacing guides, curriculum, and expectations (vertical alignment)

Plan to Monitor Progress Toward G1. 8

The following data will be collected and reviewed throughout the year: Attendance data from FOCUS, PLC data analysis of common assessments, Discovery Education Assessments, Bay Writes

Person Responsible

LeAnn Kibler

Schedule

Quarterly, from 9/4/2014 to 5/29/2015

Evidence of Completion

Evidence that the goal is being monitored will be determined by review of FOCUS attendance records, data sheets maintained by instructional staff, data collected from Bay Writes, and Discovery Education Reports.

Action Plan for Improvement

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

Problem Solving Key

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

 = Problem Solving Step  S123456 = Quick Key

G1. Increase student achievement in ELA and Mathematics using research-based strategies including professional learning communities. 1

G055847

G1.B1 Attendance / tardies 2

B140764

G1.B1.S1 The Leadership Team under the direction of the guidance counselor will develop an attendance reward system. 4

S153074

Strategy Rationale

During the 2013-2014 school year, 52 (12.3%) of Southport Elementary School's K-5 students were absent more that 10% of the school year. To address this smart goal, the above research-based strategy will be implemented to address improving attendance.

Supporting Research:

1. Attendance in Early Elementary Grades: Association with Student Characteristics, School Readiness and Third Grade Outcomes, Applied Survey Research, May 2011. " The report found that students who arrived at school academically ready to learn— but then missed 10 percent of their kindergarten and first grade years—scored an average of 60 points below similar students with good attendance on third-grade reading tests."
2. Ready, Douglas D., Socioeconomic Disadvantage, School Attendance, and Early Cognitive Development, The Differential Effects of School Exposure, Sociology of Education, October 2010. "This study suggests that missing school in the early grades has a more powerful influence on literacy development for low-income students than it does for their more affluent peers. Put another way, school matters more to children from low-income families."

Action Step 1 5

Teachers will maintain records of student attendance, tardies, and early checkouts in FOCUS.

Person Responsible

Tina Maddox

Schedule

Daily, from 9/2/2014 to 5/29/2015

Evidence of Completion

Attendance records in FOCUS

Action Step 2 5

On Friday, if a child has been at school each day, all day, and on time, they will be given an attendance bracelet to wear. On random Fridays, the administrative staff will reward those students for being in attendance for the week. The student must have the bracelet on to receive the reward. Faculty and staff members will participate in this school-wide initiative. Each Monday, the incentive will start over.

Person Responsible

Tina Maddox

Schedule

Weekly, from 9/5/2014 to 5/29/2015

Evidence of Completion

Attendance records in FOCUS

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

Administrators will monitor use of FOCUS for the maintenance of student attendance records.

Person Responsible

LeAnn Kibler

Schedule

Quarterly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Attendance records in FOCUS

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

Attendance will be monitored in FOCUS by teachers, records clerk, and guidance counselor.

Person Responsible

Tina Maddox


Schedule

Quarterly, from 9/2/2014 to 5/29/2015


Evidence of Completion

FOCUS attendance records

G1.B2 Lack of use of common assessments / not enough time for the teaching of Mathematics / Knowledge of Florida's Mathematics State Standards **2**

 B140765

G1.B2.S1 Southport Elementary will implement the PLC model to create and analyze common assessments aligned to the Florida State Standards for Mathematics and also dedicate an uninterrupted math block to ensure equity throughout the school for math instruction time. **4**

 S153075

Strategy Rationale

During the 2013-2014, Southport Elementary School students in 3rd - 5th grades ranked at the 21st percentile in the state for Math proficiency. The smart goal targeted for the 2014-2015 school year is to rank at the 31st percentile in the state. A researched-based strategy will be implemented to reach this academic target.

Supporting Research:

1. Math Block:

"...Time management: Estimating and budgeting use of time: Effect size 0.44 (medium)" Hattie, 2009

2. Professional Learning Communities:

"... suggests that professional learning communities focus on learning and result in a culture of collaboration with the clear purpose of affecting professional practice and improving student achievement." DuFour 2004

Action Step 1 **5**

Form a Professional Learning Community Leadership Team to facilitate implementation.

Person Responsible

LeAnn Kibler

Schedule

Monthly, from 8/27/2014 to 5/27/2015

Evidence of Completion

Common Assessments, item analysis, PLC meeting minutes

Action Step 2 5

PLC facilitators will help lead teachers in studying the MAFS, increasing knowledge of the MAFS, and creating common assessments for mathematics. The facilitator will also lead discussions based on the implications for instruction using item analysis. Beyond the PLCs, the teachers will participate in professional development led by district coaches, as well as workshops and other learning opportunities. Selected staff members will serve on our District Math Team.

Person Responsible

Michelle Spencer

Schedule

Monthly, from 9/4/2014 to 4/30/2015

Evidence of Completion

Sample common assessments, grade group meeting minutes, Spreadsheet on Google Drive

Action Step 3 5

In an effort to ensure equity, Southport Elementary will construct a dedicated math block of 45 minutes for K-2 and one hour for grades 3-5.

Person Responsible

Dianne Miller

Schedule

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

Evidence of Completion

A copy of the master schedule will be provided.

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

Administrators will create a PLC Leadership Team which will meet monthly.

Person Responsible

LeAnn Kibler

Schedule

Monthly, from 8/27/2014 to 5/27/2015

Evidence of Completion

Sign-in sheet for PLC Leadership Team Meetings

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

Members of the PLC Leadership Team will facilitate weekly grade level meetings.

Person Responsible

LeAnn Kibler

Schedule

Weekly, from 8/28/2014 to 5/21/2015

Evidence of Completion

Copies of group norms, common assessments, data analysis, and meeting minutes

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

Administrators will implement a master schedule containing a math block for K - 5th grades.

Person Responsible

Dianne Miller

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Copy of master schedule

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

PLC Grade Groups will monitor student progress towards mastery of the Florida Standards for Mathematics.

Person Responsible

Michelle Spencer

Schedule

Quarterly, from 9/4/2014 to 5/28/2015


Evidence of Completion

Common assessment data analysis, on-line grade book (FOCUS), Discovery Education

G1.B6 Lack of consistency and unity between pacing guides, curriculum, and expectations (vertical alignment) **2**

 B140769

G1.B6.S1 Ensure consistency across grade levels in the implementation of Florida's writing rubric and Florida's Standards. **4**

 S153077

Strategy Rationale

During the 2013-2014 school year, Southport Elementary 's fourth grade students ranked in the 3rd percentile for the state. For the current year, Southport Elementary's smart goal will target using a writing rubric based on FLDOE's New Florida Standards for ELA to increase our school percentile rank to the 13th percentile.

During the 2013-2014 school year, Southport Elementary's 3rd - 5th grade students ranked at the 10th percentile in learning gains. Southport Elementary's smart goal will target instruction based on the New Florida Standards to increase our school percentile rank to the 15th percentile in the state.

Action Step 1 **5**

Target instruction on mastery of standards for the Reading content areas of Informational Text and Reading Application.

Person Responsible

Amanda Scurlock

Schedule

Weekly, from 8/28/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets for professional development

Action Step 2 **5**

Base grade-level common assessments on school-wide vertical alignment for writing.

Person Responsible

Amanda Scurlock

Schedule

Quarterly, from 9/4/2014 to 5/29/2015

Evidence of Completion

Copy of vertical alignment for writing, sign-in sheet for professional development, Spreadsheet on Google Drive

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Participation in smart strategies / action step will be monitored through digital documents.

Person Responsible

Dianne Miller

Schedule

Quarterly, from 8/28/2014 to 5/29/2015

Evidence of Completion

Bay Writes Assessment as documented on Google Drive, FOCUS, and the implementation of Write Score software

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Data analysis of Google Drive documents and FOCUS

Person Responsible

Dianne Miller

Schedule

Quarterly, from 8/29/2014 to 5/29/2015

Evidence of Completion

Google Drive documents, FOCUS, PLC meeting minutes

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	Teachers will maintain records of student attendance, tardies, and early checkouts in FOCUS.	Maddox, Tina	9/2/2014	Attendance records in FOCUS	5/29/2015 daily
G1.B2.S1.A1	Form a Professional Learning Community Leadership Team to facilitate implementation.	Kibler, LeAnn	8/27/2014	Common Assessments, item analysis, PLC meeting minutes	5/27/2015 monthly
G1.B6.S1.A1	Target instruction on mastery of standards for the Reading content areas of Informational Text and Reading Application.	Scurlock, Amanda	8/28/2014	Sign-in sheets for professional development	5/29/2015 weekly
G1.B1.S1.A2	On Friday, if a child has been at school each day, all day, and on time, they will be given an attendance bracelet to wear. On random Fridays, the administrative staff will reward those students for being in attendance for the	Maddox, Tina	9/5/2014	Attendance records in FOCUS	5/29/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	week. The student must have the bracelet on to receive the reward. Faculty and staff members will participate in this school-wide initiative. Each Monday, the incentive will start over.				
G1.B2.S1.A2	PLC facilitators will help lead teachers in studying the MAFS, increasing knowledge of the MAFS, and creating common assessments for mathematics. The facilitator will also lead discussions based on the implications for instruction using item analysis. Beyond the PLCs, the teachers will participate in professional development led by district coaches, as well as workshops and other learning opportunities. Selected staff members will serve on our District Math Team.	Spencer, Michelle	9/4/2014	Sample common assessments, grade group meeting minutes, Spreadsheet on Google Drive	4/30/2015 monthly
G1.B6.S1.A2	Base grade-level common assessments on school-wide vertical alignment for writing.	Scurlock, Amanda	9/4/2014	Copy of vertical alignment for writing, sign-in sheet for professional development, Spreadsheet on Google Drive	5/29/2015 quarterly
G1.B2.S1.A3	In an effort to ensure equity, Southport Elementary will construct a dedicated math block of 45 minutes for K-2 and one hour for grades 3-5.	Miller, Dianne	8/25/2014	A copy of the master schedule will be provided.	6/5/2015 daily
G1.MA1	The following data will be collected and reviewed throughout the year: Attendance data from FOCUS, PLC data analysis of common assessments, Discovery Education Assessments, Bay Writes	Kibler, LeAnn	9/4/2014	Evidence that the goal is being monitored will be determined by review of FOCUS attendance records, data sheets maintained by instructional staff, data collected from Bay Writes, and Discovery Education Reports.	5/29/2015 quarterly
G1.B1.S1.MA1	Attendance will be monitored in FOCUS by teachers, records clerk, and guidance counselor.	Maddox, Tina	9/2/2014	FOCUS attendance records	5/29/2015 quarterly
G1.B1.S1.MA1	Administrators will monitor use of FOCUS for the maintenance of student attendance records.	Kibler, LeAnn	9/1/2014	Attendance records in FOCUS	5/29/2015 quarterly
G1.B2.S1.MA1	PLC Grade Groups will monitor student progress towards mastery of the Florida Standards for Mathematics.	Spencer, Michelle	9/4/2014	Common assessment data analysis, on-line grade book (FOCUS), Discovery Education	5/28/2015 quarterly
G1.B2.S1.MA1	Administrators will create a PLC Leadership Team which will meet monthly.	Kibler, LeAnn	8/27/2014	Sign-in sheet for PLC Leadership Team Meetings	5/27/2015 monthly
G1.B2.S1.MA2	Members of the PLC Leadership Team will facilitate weekly grade level meetings.	Kibler, LeAnn	8/28/2014	Copies of group norms, common assessments, data analysis, and meeting minutes	5/21/2015 weekly
G1.B2.S1.MA4	Administrators will implement a master schedule containing a math block for K - 5th grades.	Miller, Dianne	8/18/2014	Copy of master schedule	6/5/2015 daily
G1.B6.S1.MA1	Data analysis of Google Drive documents and FOCUS	Miller, Dianne	8/29/2014	Google Drive documents, FOCUS, PLC meeting minutes	5/29/2015 quarterly
G1.B6.S1.MA1	Participation in smart strategies / action step will be monitored through digital documents.	Miller, Dianne	8/28/2014	Bay Writes Assessment as documented on Google Drive, FOCUS, and the implementation of Write Score software	5/29/2015 quarterly

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 student achievement in ELA and Mathematics using research-based strategies including professional learning communities.

G1.B2 Lack of use of common assessments / not enough time for the teaching of Mathematics / Knowledge of Florida's Mathematics State Standards

G1.B2.S1 Southport Elementary will implement the PLC model to create and analyze common assessments aligned to the Florida State Standards for Mathematics and also dedicate an uninterrupted math block to ensure equity throughout the school for math instruction time.

PD Opportunity 1

Form a Professional Learning Community Leadership Team to facilitate implementation.

Facilitator

LeAnn Kibler

Participants

Members of the PLC Leadership Team

Schedule

Monthly, from 8/27/2014 to 5/27/2015

PD Opportunity 2

PLC facilitators will help lead teachers in studying the MAFS, increasing knowledge of the MAFS, and creating common assessments for mathematics. The facilitator will also lead discussions based on the implications for instruction using item analysis. Beyond the PLCs, the teachers will participate in professional development led by district coaches, as well as workshops and other learning opportunities. Selected staff members will serve on our District Math Team.

Facilitator

Michelle Spencer

Participants

Classroom Teachers

Schedule

Monthly, from 9/4/2014 to 4/30/2015

G1.B6 Lack of consistency and unity between pacing guides, curriculum, and expectations (vertical alignment)

G1.B6.S1 Ensure consistency across grade levels in the implementation of Florida's writing rubric and Florida's Standards.

PD Opportunity 1

Target instruction on mastery of standards for the Reading content areas of Informational Text and Reading Application.

Facilitator

Amanda Scurlock

Participants

Instructional Staff

Schedule

Weekly, from 8/28/2014 to 5/29/2015

Technical Assistance Items

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

G1. Increase student achievement in ELA and Mathematics using research-based strategies including professional learning communities.

G1.B1 Attendance / tardies

G1.B1.S1 The Leadership Team under the direction of the guidance counselor will develop an attendance reward system.

PD Opportunity 1

Teachers will maintain records of student attendance, tardies, and early checkouts in FOCUS.

Facilitator

Cayla Anderson

Participants

Individual assistance for instructional staff as needed.

Schedule

Daily, from 9/2/2014 to 5/29/2015

PD Opportunity 2

On Friday, if a child has been at school each day, all day, and on time, they will be given an attendance bracelet to wear. On random Fridays, the administrative staff will reward those students for being in attendance for the week. The student must have the bracelet on to receive the reward. Faculty and staff members will participate in this school-wide initiative. Each Monday, the incentive will start over.

Facilitator

Cayla Anderson

Participants

Individual assistance for instructional staff as needed.

Schedule

Weekly, from 9/5/2014 to 5/29/2015

G1.B6 Lack of consistency and unity between pacing guides, curriculum, and expectations (vertical alignment)

G1.B6.S1 Ensure consistency across grade levels in the implementation of Florida's writing rubric and Florida's Standards.

PD Opportunity 1

Base grade-level common assessments on school-wide vertical alignment for writing.

Facilitator

Tracy Rogers

Participants

All instructional staff

Schedule

Quarterly, from 9/4/2014 to 5/29/2015

Budget Rollup

Summary

Description	Total
Goal 1: Increase student achievement in ELA and Mathematics using research-based strategies including professional learning communities.	2,558
Grand Total	2,558

Goal 1: Increase student achievement in ELA and Mathematics using research-based strategies including professional learning communities.

Description	Source	Total
B1.S1.A2 - Wristband Connection	Title I Part A	357
B2.S1.A1 - Grant through Dawn Capes - Stipends for PLC Leadership Team; 8 people x 2hrs. x \$18 per hour = \$288.00		288
B2.S1.A2 - 25 Substitutes for professional development @ \$65 ea. = \$1,625.00.	Title I Part A	1,625
B2.S1.A2 - Grant through Dawn Capes - Stipends for PLC leadership team; 8 people X 2hrs. X \$18 per hour = \$288.00		288
Total Goal 1		2,558