

Southport Elementary School



2016-17 Schoolwide Improvement Plan

Southport Elementary School

1835 BRIDGE ST, Southport, FL 32409

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	67%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	5%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Southport Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

Our vision is to empower and strengthen each child in body, mind, and spirit to prepare them to influence this community's future and become key contributors, leaders, and exemplary global citizens in the 21st century.

2. School Environment

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

At Southport Elementary, our school staff understands that a child's cultural uniqueness influences their social identity and successful interaction with peers as well as academic success. Therefore, each teacher strives to develop a rapport with all students and sets a culturally "safe" classroom tone by modeling concern and respect for individual diversity. Students are encouraged to express individual viewpoints by being involved in establishing classroom rules. Teachers work to find ways to incorporate cultural dynamics in classroom activities. Our school clubs, our character education program, "Keeping the Promise," and library collection are just a few examples.

Southport's Music and Art clubs endeavor to develop culturally inclusive activities. Our music club performs twice during the school year and student art work is displayed at area events. Our character education program, "Keeping the Promise," not only encourages our students to stay strong in body, mind, and spirit, it also encourages students to respect others and to develop a sense of pride in our school and community. In addition, our school library has a variety of books representative of and sensitive to diverse cultures. Students are also encouraged to make suggestions for additions to the collection.

Our school mission statement, "Southport Elementary School is committed to creating a safe learning environment which maximizes every student's potential in a setting where excellence in academics and the arts is accomplished by emphasizing patriotism and character development of the individual in a school culture of respect and civility", reaffirms our sincere belief that every student is valued for who they are and encouraged to become key contributors in society.

b. 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 almost everybody recognizes and acknowledges others by name. We strive to get to know our parents by inviting them to participate in our school advisory council, conferences, workshops, Parent-Teacher organization activities, school volunteer activities, community events held on campus, quarterly flag raisings, and family meals. All adults 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 emergency 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 Bay County 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. Also adults picking up a child in the afternoon must have a visible tag that may be displayed hanging from their rear view mirror or handheld. Parents are encouraged to update emergency contact information in FOCUS yearly. This makes for a safe, orderly, and friendly system for all involved.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

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." For behavior incidents, each teacher follows an established behavior flow chart, following each step, and referring to administration when appropriate. 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.

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

Our 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, health technician on-site daily, social worker available two and one-half days per week, 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.

3. Early Warning Systems

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

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

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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	6	10	7	14	9	12	0	0	0	0	0	0	0	58
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	1	1	1	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	4	8	21	0	0	0	0	0	0	0	33

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

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

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

Data analysis of students by grade level that exhibit any of the early warning indicators revealed that there are 8 students in grades 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 Professional Learning Communities (PLC). A school-wide attendance initiative, All Hands on Deck, has been instituted this year in order to stress the importance of consistent school attendance. It includes incentives for individuals and classes and provides mentoring for students who are chronically absent.

B. Family and Community Engagement

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

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

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

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

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/318723>.

2. Description

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

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

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: 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 69% high poverty rate of our students in this community. As a Title I school, Southport Elementary developed a Parent Involvement Plan that seeks to cultivate and carry out the 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Buchanan, Holly	Principal
Schulte, Holly	Teacher, ESE
Scurlock, Amanda	Instructional Coach
Hawley, Rhonda	Teacher, K-12
Gann, Kim	Teacher, K-12
Dutton, Jeannie	Teacher, K-12
Spencer, Michelle	Instructional Coach
Rowell, Theresa	Teacher, K-12
Stukey, Jennifer	Teacher, K-12
Corley, Leigh	Teacher, K-12
Evans, Katrina	Assistant Principal
Kelley, Sally	Teacher, K-12
Hente, Briana	Teacher, K-12
Anderson, Cayla	Teacher, K-12

b. Duties

1. 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, facilitate grade level teams to review specific academic areas and identify goals, objectives, and strategies, and to participate in faculty meetings to finalize plan components and details.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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 academic and behavioral interventions needed with individual students. MTSS meetings with individual parents and teachers will be scheduled on Wednesdays to include the use of the MTSS Staff Training Specialist and District ESE Resource Teacher.

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 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 Southport Elementary School.

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, 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).

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Lynn Bente	Teacher
Holly Grossmith	Education Support Employee
Bridgette Walden	Education Support Employee
Katrina Millican	Parent
Lisa Pace	Parent
Holly Buchanan	Principal
Cassandra James	Parent
Melissa Medema	Parent
Andrea Siddiqi	Parent
Jenice Adams	Parent
Mary Buchenhorst	Parent
Marci Kozma	Parent
Samantha Miller	Parent
Ashley Morris	Parent
Kimberly Mutter	Parent
Katie Okane	Parent
Yolande Pierce	Parent
Mattie Spivey	Parent
Matt Teplicek	Parent
Amy Young	Parent
Camille Barrentine	Education Support Employee
Erika Stafford	Teacher
Terry Tatum	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

Southport SAC met in the Spring of 2016 to discuss the data as it related to the previous year's school improvement plan. It was determined that while growth was definitely being made, there are still areas that need work. We specifically addressed the increase in performance in the area of Mathematics and discussed that plans would be put into place to strengthen ELA as well.

b. Development of this school improvement plan

With regards to this school improvement plan, the SAC was given the opportunity to provide feedback and make suggestions as to the creation and implementation of the current SIP. Suggestions were taken back to the leadership team and incorporated into the plan where possible.

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

In the spring of 2016, the principal met with the SAC and shared with them the proposed budget for 2016-17. SAC members were given the opportunity to ask questions, receive clarification, and make suggestions as to how funds could be utilized.

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

SAC received \$1,425 for the 2015-16 school year. These funds were divided up into classroom grants and teachers applied for the grants for use in each classroom.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Evans, Katrina	Assistant Principal
Buchanan, Holly	Principal
Schulte, Holly	Teacher, ESE
Scurlock, Amanda	Instructional Coach
Hawley, Rhonda	Teacher, K-12
Gann, Kim	Teacher, K-12
Dutton, Jeannie	Teacher, K-12
Spencer, Michelle	Instructional Coach
Rowell, Theresa	Teacher, K-12
Stukey, Jennifer	Teacher, K-12
Corley, Leigh	Teacher, K-12
Kelley, Sally	Teacher, K-12
Hente, Briana	Teacher, K-12
Anderson, Cayla	Teacher, K-12

b. Duties

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

The major initiatives of the LLT this school year will be to collect and analyze data, formulate recommendations for the Grade Level PLCs and MTSS Leadership Team, attend trainings in new strategies/content areas, assist with course instruction, identify tutoring and enrichment needs, and provide a school-based support system for all faculty. With the additional hour of intensive ELA instruction this year, our LLT will also serve as liaisons between the PLCs to ensure that research based strategies are being specifically utilized during that designated time.

D. Public and Collaborative Teaching

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

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

Teachers have common planning periods. Teachers are continuing the work of implementing PLCs and collaborating to best meet the needs of all students. Specific days have been designated for PLC team meetings where teachers focus on building collaborative instructional plans and common assessments. The district has provided four days of PLC planning and the school Title I Budget will fund two additional days. School-wide training in class-building and team-building using appropriate protocols is reinforced at faculty meetings and other team meetings.

2. 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 which 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.

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

Southport Elementary is a very supportive environment, always encouraging new teachers and making them feel a part. Each grade level chair is designated as the grade level mentor to support and provide assistance when needed to new teachers on that team. These individuals assist new teachers with lesson planning, classroom management ideas, and anything else to ensure they are successful during their first year at our school.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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 the Florida 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. The teachers refer to the district's curriculum and pacing guides for standards instruction for guidance when planning lessons. In addition, Southport Elementary will be continuing the use of 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.

b. Instructional Strategies

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

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, PLC 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 all students are more successful. We look at a range of data from FSA, Common Assessments, and NWEA MAP assessment scores. All professional staff are trained and learn how to disaggregate their own students' data. The School Improvement Team then develops a plan for 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.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 900

Because Southport Elementary was listed as one of the lowest 300 schools in the state, we have increased our ELA instruction by an additional hour. With that being said, we have added an additional fifteen minutes to each school day to ensure that there is time to fit in the additional ELA instruction.

Strategy Rationale

The rationale behind this extended school day is to provide more time for students to receive intensive instruction in the area of ELA.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Buchanan, Holly, buchahd@bay.k12.fl.us

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

Data that will be collected will be student achievement results. Our intent is that student achievement will increase, specifically in the area of ELA. It will be analyzed to see if the extended instructional time has proven to be effective.

Strategy: Before School Program

Minutes added to school year: 2,700

Before School Safety Patrol

Strategy Rationale

The rationale is that by identifying students to be leaders on our campus in the morning, they can grow as individuals as well as assist with efficiency when helping their friends get to class each morning.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Buchanan, Holly, buchahd@bay.k12.fl.us

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

Attendance and discipline data will be collected and analyzed to determine the effectiveness of this strategy.

By strengthening leadership qualities in our students, we are hoping to see a decrease in negative behavior. Also, by having students on campus each morning to help students get to class, our goal would be to see less tardies as our younger students are being escorted to their appropriate waiting areas.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

PreK

Southport Elementary School provides immense support for the preschool student's transition from Pre-K into Kindergarten. Beginning early in Pre-K, 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 as well as the special area rooms to observe similarities in the classrooms and activities. All year long, Pre-K students participate in school-wide functions such as library story time, pajama day, flag-raising, field day, and the Good Eagle Program.

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. Prior to the school year beginning, 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, our Guidance Counselor 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. A transition meeting with the administration and guidance of the primary feeder school is held at the end of the school year to address specific needs of students.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we utilize Professional Learning Communities (PLCs) to analyze multiple data sources and use standards based resources to provide differentiated instruction, then student achievement and learning gains will increase in all areas.

Strategic Goals Detail

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

G1. If we utilize Professional Learning Communities (PLCs) to analyze multiple data sources and use standards based resources to provide differentiated instruction, then student achievement and learning gains will increase in all areas. 1a

G083077

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	65.0
ELA/Reading Gains	65.0
FSA Mathematics Achievement	75.0
Math Gains	80.0

Targeted Barriers to Achieving the Goal 3

- Attendance /tardies/ Student motivation
- Mobility of Instructional Staff/New Teaching Assignments/Capacity for Standard Implementation and Time

Resources Available to Help Reduce or Eliminate the Barriers 2

- Computer Labs
- FOCUS
- District Attendance/Behavior Initiative
- Math Manipulatives
- Instructional Coaches
- Launchpad
- Professional Development to build capacity
- Professional Learning Communities
- Standards Based Resources (to include BDS Curriculum Guides and other standards based resources)

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, and NWEA MAP results.

Person Responsible

Holly Buchanan

Schedule

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

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 NWEA MAP 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. If we utilize Professional Learning Communities (PLCs) to analyze multiple data sources and use standards based resources to provide differentiated instruction, then student achievement and learning gains will increase in all areas. 1

G083077

G1.B1 Attendance /tardies/ Student motivation 2

B220280

G1.B1.S1 The Special Area PLC Team will continue to analyze attendance data and share this information with the faculty. They will continue implementing the attendance incentive program as well.

4

S232524

Strategy Rationale

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

Special Area PLC will meet regularly to examine and analyze attendance data.

Person Responsible

Rhonda Hawley

Schedule

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

Evidence of Completion

Data, PLC Minutes

Action Step 2 5

Special Area PLC will share the data regularly with the faculty.

Person Responsible

Tina Maddox

Schedule

Quarterly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Action Step 3 5

Special Area PLC will lead the faculty in the implementation of an attendance incentive program.

Person Responsible

Rhonda Hawley

Schedule

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

Evidence of Completion

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

The strategy will be monitored by student attendance records in FOCUS and Special Area PLC minutes.

Person Responsible

Katrina Evans

Schedule

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

Evidence of Completion

Attendance records in FOCUS, Special Area PLC minutes

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

Comparison of attendance records in FOCUS.

Person Responsible

Katrina Evans


Schedule

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

Evidence of Completion

FOCUS attendance records

G1.B2 Mobility of Instructional Staff/New Teaching Assignments/Capacity for Standard Implementation and Time 2

 B220281

G1.B2.S1 Southport Elementary will continue implementing the PLC model through collaboration and refining the common assessment process aligned to the Florida State Standards. 4

 S232525

Strategy Rationale

Increasing student proficiency in all curricular areas will continue to be our focus for the 2016-2017 school year. A researched-based strategy will be implemented to reach this academic target.

Supporting Research:

1. 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

Continue use of the Leadership Team, with representation from each grade level. The PLC grade level groups will use data analysis to make informed decisions about curriculum and instruction.

Person Responsible

Schedule

Weekly, from 8/8/2016 to 6/2/2017

Evidence of Completion

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

Action Step 2 5

Utilize the data from common formative and summative assessments to provide differentiated instruction to meet the needs of all learners (inclusion, simplified MTSS, intervention, enrichment, etc)

Person Responsible

Schedule

Weekly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Master schedule, MTSS records in FOCUS, Lesson plans, PLC meeting minutes

Action Step 3 5

Designate an additional 60 minutes within the master schedule to provide intensive research based instruction in the area of ELA.

Person Responsible

Holly Buchanan

Schedule

Daily, from 8/8/2016 to 6/2/2017

Evidence of Completion

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

Administrators will review PLC minutes, meet with grade levels, and review assessment data and lesson plans.

Person Responsible

Katrina Evans

Schedule

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

Evidence of Completion

PLC meeting minutes, lesson plans, and assessment results

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

Administrators will monitor the implementation of the master schedule containing dedicated intervention time.

Person Responsible

Holly Buchanan

Schedule

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

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.

Person Responsible

Schedule

Weekly, from 8/8/2016 to 6/2/2017

Evidence of Completion

MTSS Data, Common assessment data, Lesson plans

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A2 A297546	Special Area PLC will share the data regularly with the faculty.	Maddox, Tina	8/8/2016		5/31/2017 quarterly
G1.MA1 M301434	The following data will be collected and reviewed throughout the year: Attendance data from FOCUS,...	Buchanan, Holly	8/8/2016	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 NWEA MAP Reports.	6/2/2017 quarterly
G1.B1.S1.MA1 M301429	Comparison of attendance records in FOCUS.	Evans, Katrina	8/8/2016	FOCUS attendance records	6/2/2017 quarterly
G1.B1.S1.MA1 M301430	The strategy will be monitored by student attendance records in FOCUS and Special Area PLC minutes.	Evans, Katrina	8/8/2016	Attendance records in FOCUS, Special Area PLC minutes	6/2/2017 quarterly
G1.B1.S1.A1 A297545	Special Area PLC will meet regularly to examine and analyze attendance data.	Hawley, Rhonda	8/8/2016	Data, PLC Minutes	6/2/2017 monthly
G1.B1.S1.A3 A297547	Special Area PLC will lead the faculty in the implementation of an attendance incentive program.	Hawley, Rhonda	8/8/2016		6/2/2017 monthly
G1.B2.S1.MA1 M301431	PLC Grade Groups will monitor student progress towards mastery of the Florida Standards.		8/8/2016	MTSS Data, Common assessment data, Lesson plans	6/2/2017 weekly
G1.B2.S1.MA1 M301432	Administrators will review PLC minutes, meet with grade levels, and review assessment data and...	Evans, Katrina	8/8/2016	PLC meeting minutes, lesson plans, and assessment results	6/2/2017 monthly
G1.B2.S1.MA2 M301433	Administrators will monitor the implementation of the master schedule containing dedicated...	Buchanan, Holly	8/8/2016	Copy of master schedule	6/2/2017 monthly
G1.B2.S1.A1 A297548	Continue use of the Leadership Team, with representation from each grade level. The PLC grade level...		8/8/2016	Sample common assessments, grade group meeting minutes, spreadsheet on Google Drive	6/2/2017 weekly
G1.B2.S1.A2 A297549	Utilize the data from common formative and summative assessments to provide differentiated...		8/8/2016	Master schedule, MTSS records in FOCUS, Lesson plans, PLC meeting minutes	6/2/2017 weekly
G1.B2.S1.A3 A297550	Designate an additional 60 minutes within the master schedule to provide intensive research based...	Buchanan, Holly	8/8/2016		6/2/2017 daily

V. Professional Development Opportunities

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

G1. If we utilize Professional Learning Communities (PLCs) to analyze multiple data sources and use standards based resources to provide differentiated instruction, then student achievement and learning gains will increase in all areas.

G1.B2 Mobility of Instructional Staff/New Teaching Assignments/Capacity for Standard Implementation and Time

G1.B2.S1 Southport Elementary will continue implementing the PLC model through collaboration and refining the common assessment process aligned to the Florida State Standards.

PD Opportunity 1

Continue use of the Leadership Team, with representation from each grade level. The PLC grade level groups will use data analysis to make informed decisions about curriculum and instruction.

Facilitator

Grade Level Chairs

Participants

Classroom Teachers

Schedule

Weekly, from 8/8/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Special Area PLC will meet regularly to examine and analyze attendance data.				\$0.00
2	G1.B1.S1.A2	Special Area PLC will share the data regularly with the faculty.				\$0.00
3	G1.B1.S1.A3	Special Area PLC will lead the faculty in the implementation of an attendance incentive program.				\$867.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	750-Other Personal Services	0221 - Southport Elementary School	Title I, Part A		\$867.00
Notes: Substitutes for Parent/Teacher Conferences						
4	G1.B2.S1.A1	Continue use of the Leadership Team, with representation from each grade level. The PLC grade level groups will use data analysis to make informed decisions about curriculum and instruction.				\$19,519.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	120-Classroom Teachers	0221 - Southport Elementary School	Title I, Part A		\$5,042.00
Notes: Stipends for professional development (Math Academy, Mobile Mindset, APP, Inclusive Strategies, Connect to Comprehension, Canvas)						
	7300	110-Administrators	0221 - Southport Elementary School	Title I, Part A	0.06	\$3,223.00
Notes: Assistant Administrator to analyze data in June 2016						
	6400	750-Other Personal Services	0221 - Southport Elementary School	Title I, Part A		\$4,011.00
Notes: Grade Level Planning Days (2 whole days x 20)						
	6300	120-Classroom Teachers	0221 - Southport Elementary School	Title I, Part A		\$7,243.00
Notes: Additional 3 Teacher Leader (Grade Level Chair) Supplements at 6%						
5	G1.B2.S1.A2	Utilize the data from common formative and summative assessments to provide differentiated instruction to meet the needs of all learners (inclusion, simplified MTSS, intervention, enrichment, etc)				\$51,894.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	150-Aides	0221 - Southport Elementary School	Title I, Part A	3.17	\$50,440.00
Notes: Classroom and tutorial paraprofessionals						
	5100	692-Computer Software Non-Capitalized	0221 - Southport Elementary School	Title I, Part A		\$330.00
Notes: Subscription to Reading A to Z - To supplement in differentiated instruction						

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	7730	150-Aides	0221 - Southport Elementary School	Title I, Part A		\$71.00
			Notes: Para Training			
	5100	510-Supplies	0221 - Southport Elementary School	Title I, Part A		\$629.00
			Notes: Instructional Supplies			
	5100	120-Classroom Teachers	0221 - Southport Elementary School	Title I, Part A	0.01	\$424.00
			Notes: Kindergarten Pre-Assessments to have current data for classroom placement (3 teachers)			
6	G1.B2.S1.A3	Designate an additional 60 minutes within the master schedule to provide intensive research based instruction in the area of ELA.				\$0.00
					Total:	\$72,280.00