

Bay District Schools

Southport Elementary School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	64%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	7%

School Grades History

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	16
Ambitious Instruction and Learning	17
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	25
Appendix 1: Implementation Timeline	34
Appendix 2: Professional Development and Technical Assistance Outlines	36
Professional Development Opportunities	36
Technical Assistance Items	37
Appendix 3: Budget to Support Goals	37

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

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

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Southport Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- 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 character education program, "Keeping the Promise," and library collection are just a few examples.

Southport's Music and Art classes endeavor to develop culturally inclusive activities. Our music group 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

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	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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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

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

Yes

1. PFEP Link

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

2. Description

Please refer to the Southport Elementary Parental Involvement Plan.

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 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 raising ceremonies, 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 100 parents, grandparents, or community members completed the requirements to become a school volunteer and committed more than 8400 hours volunteering.

Although Southport Elementary benefits from a high level of community involvement, we are still challenged by a 65% 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

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
Hawley, Rhonda	Teacher, K-12
Gann, Kim	Teacher, K-12
Dutton, Jeannie	Teacher, K-12
Corley, Leigh	Teacher, K-12
Hente, Briana	Teacher, K-12
Anderson, Cayla	Teacher, K-12
Bunch, Peggy	Assistant Principal
Gingrich, Leanne	Teacher, K-12
Infinger, Savannah	Teacher, K-12
Etheridge, Kristen	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
Amanda Schlarb	Parent
Holly Grossmith	Education Support Employee
Bridgette Walden	Education Support Employee
Malinda Maynard	Parent
Holly Buchanan	Principal
Mary Buchenhorst	Parent
Ashley Morris	Parent
Katie Okane	Parent
Jessica Teplicek	Parent
Camille Barrentine	Education Support Employee
Erika Stafford	Teacher
Terry Tatum	Business/Community
Ashley Farmer	Parent
Earyn Creamer	Parent
Jocelyn Goodwin	Parent
Laura Brown	Parent
Nicole Crews	Parent
Tiffany Denkinger	Parent
Trina Millican	Parent
Lisa Mond	Parent
Logan Faulk	Parent
Sabrina Breedon	Parent
Melissa Medema	Parent
Mattie Spivey	Parent
Andrea Siddiqi	Parent
Miranda Gomillion	Teacher
Holly Schulte	Teacher
Taylor Lewis	Teacher
Leanne Gingrich	Teacher

b. Duties

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

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

a. Evaluation of last year's school improvement plan

Southport School Advisory Council (SAC) met in the Spring of 2017 to discuss the school 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 need to increase performance in the area of Mathematics and discussed that plans would be put into place to strengthen English/Language Arts as well. The results of the State testing done in the Spring of 2017

was made available to the faculty/staff during preservice in August 2017 and to the School Advisory Council membership for 2017-2018.

b. Development of this school improvement plan

Members of the Leadership Team attended trainings during the summer that included ideas on adding specific goals to the plan. Suggestions were taken back to the leadership team and incorporated into the plan where possible after intensive discussion of the aggregated data from school year 2016-17.

The plan was then presented to the faculty/staff during preservice in August 2017. Everyone was in agreement and approved the plan.

The School Advisory Council (SAC) was given the opportunity to provide feedback and make suggestions as to the goals, strategies, and implementation of the school's improvement plan at the SAC's first meeting of the school year 2017-18. They, too, voted unanimously in favor of the plan. The school data and the school improvement plan will be available at the school and on the school's web page.

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

In the spring of 2017, the principal met with the School Advisory Council (SAC) and shared with them the proposed budget for the school year 2017-18. SAC members were given the opportunity to ask questions, receive clarification, and make suggestions as to how funds could be utilized. The SAC approved the proposed budget with a majority vote.

The principal met with the faculty/staff and shared with them the proposed budget. They, too, approved the proposed budget with a majority vote.

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

The School Advisory Council (SAC) received \$1,425 for the 2015-16 school year. Those funds were divided up into classroom grants and teachers applied for the grants that would support the school improvement plan in each classroom. For the 2016-17 school year, the principal received notification on May 25, 2017, that the SAC would be receiving \$1,759 to use in 2017-2018. These funds were discussed at the school's first SAC meeting of the school year 2017-18. A motion was made and approved by a majority vote of the members to divide the money between the grade levels and the special area group (\$251.28 each) to support the school improvement plan.

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
Bunch, Peggy	Assistant Principal
Buchanan, Holly	Principal
Schulte, Holly	Teacher, ESE
Hawley, Rhonda	Teacher, K-12
Gann, Kim	Teacher, K-12
Dutton, Jeannie	Teacher, K-12
Corley, Leigh	Teacher, K-12
Hente, Briana	Teacher, K-12
Anderson, Cayla	Teacher, K-12
Gingrich, Leanne	Teacher, K-12
Etheridge, Kristen	Teacher, K-12
Infinger, Savannah	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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

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 will provide additional days as the funds become available. 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 PLCs 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: 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

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

Strategic Goals Summary

- G1.** Southport Elementary will implement 15 minutes of daily character education and social skills in order to decrease student discipline referrals by 25%.

- G2.** If we utilize Professional Learning Communities (PLCs) to analyze multiple data sources and use standards based resources to prepare and 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. Southport Elementary will implement 15 minutes of daily character education and social skills in order to decrease student discipline referrals by 25%. 1a

G095234

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	200.0

Targeted Barriers to Achieving the Goal 3

- Time
- Lack of understanding of core expectations

Resources Available to Help Reduce or Eliminate the Barriers 2

- Promise Para
- Social Worker
- Core Essentials Program
- MTSS Resource Teacher
- District Attendance/Behavior Initiative

Plan to Monitor Progress Toward G1. 8

Student Discipline referrals will be monitored/compared to previous year's data

Person Responsible

Peggy Bunch

Schedule

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

Evidence of Completion

Comparison between the 2016-17 discipline referral data and the 2017-18 discipline referral data

G2. If we utilize Professional Learning Communities (PLCs) to analyze multiple data sources and use standards based resources to prepare and provide differentiated instruction, then student achievement and learning gains will increase in all areas. 1a

G095235

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	62.0
ELA/Reading Gains	62.0
FSA Mathematics Achievement	62.0
Math Gains	62.0
FSA Science Achievement	62.0

Targeted Barriers to Achieving the Goal 3

- Attendance /Behavior
- Implementation of the new math curriculum, Eureka Math

Resources Available to Help Reduce or Eliminate the Barriers 2

- Computer Labs
- FOCUS
- District Attendance/Behavior Initiative
- Math Manipulatives
- Math Instructional Coach
- Launchpad
- Professional Development to build capacity
- Professional Learning Communities
- Standards Based Resources (to include BDS Curriculum Guides and other standards based resources)
- Promise Para
- Parent Liaison
- Core Essentials Values program
- Instructional Paraprofessionals

Plan to Monitor Progress Toward G2. 8

The following data will be collected and reviewed throughout the year: Attendance and Behavior data from FOCUS, PLC data analysis of common assessments, and NWEA MAP results as well as Grade Level Student Data

Person Responsible

Holly Buchanan

Schedule

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

Evidence of Completion

Evidence that the goal is being monitored will be determined by review of FOCUS attendance and behavior 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

1 = Problem Solving Step  S123456 = Quick Key

G1. Southport Elementary will implement 15 minutes of daily character education and social skills in order to decrease student discipline referrals by 25%. **1**

 G095234

G1.B1 Time **2**

 B256333

G1.B1.S1 Have 15 minutes included in the master schedule for character education and social skills using the core essential values program. **4**

 S271036

Strategy Rationale

Having a mandated time gives guidance and expectations to the teachers.

Action Step 1 **5**

Administration will make sure that each grade level has 15 minutes in the master schedule.

Person Responsible

Holly Buchanan

Schedule

On 6/1/2018

Evidence of Completion

Master Schedule; Classroom Walk-Throughs; Year-end Discipline Data

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

Administration will randomly monitor by entering the classrooms during the designated time.

Person Responsible

Holly Buchanan

Schedule

Daily, from 8/21/2017 to 5/31/2018

Evidence of Completion

Observation and Walk-through notes

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

Administration will randomly monitor by entering the classrooms during the designated time.

Person Responsible

Holly Buchanan


Schedule

Daily, from 8/21/2017 to 5/31/2018

Evidence of Completion

Observation and Walk-through notes

G1.B2 Lack of understanding of core expectations **2**

 B256334

G1.B2.S1 Promise Para will be in daily contact with students struggling to maintain behavior expectations. **4**

 S271037

Strategy Rationale

Having someone who has a relationship with these children will help encourage them to stay on track.

Action Step 1 **5**

The Promise Para will have a list of behavior students she will check in on daily.

Person Responsible

Peggy Bunch

Schedule

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

Evidence of Completion

Checklist of Student Contacts/Interventions, Monthly Meeting with Admin

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

Monitor log of Student Contact/Intervention; Meet with Para daily/weekly/monthly

Person Responsible

Peggy Bunch

Schedule

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

Evidence of Completion

Para will maintain a daily log of each contact/intervention with each student.

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

Communication and Interventions for each student will be logged by the Para.

Person Responsible

Peggy Bunch

Schedule

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

Evidence of Completion

The logs will be monitored by Para and Administration daily/weekly/monthly with what interventions are used for specific behaviors and if those behaviors are repeated.

G2. If we utilize Professional Learning Communities (PLCs) to analyze multiple data sources and use standards based resources to prepare and provide differentiated instruction, then student achievement and learning gains will increase in all areas. 1

G095235

G2.B1 Attendance /Behavior 2

B256335

G2.B1.S1 The Special Area PLC Team will analyze attendance and behavior data and share this information with the faculty. We, as a school, will continue implementing the attendance incentive program as well as using the Behavior Promise Para to utilize strategic behavior interventions. 4

S271038

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."
3. "A Common Goal", by Diane Gl Berreth and Don Ernst; ASCD Info Brief, June 2001. " A 1997 report from several education associations and civic groups states that "character education holds that certain core values form the basis of 'good character,' i.e., the kinds of attitudes, beliefs, and behaviors that the school wants from, and is, therefore, committed to teach to, its children" (Council of Chief State School Officers, 1997, p. 3). More recently, the Character Education Partnership (CEP)—a nonprofit, nonpartisan, and nonsectarian organization that supports and promotes the social, emotional, and ethical development in youth—has defined character education as "the deliberate effort by schools, families, and communities to help young people understand, care about, and act upon core ethical values" (Character Education Partnership, 1999)."

Action Step 1 5

Special Area PLC will meet regularly to examine and analyze attendance data and share the data regularly with the faculty.

Person Responsible

Rhonda Hawley

Schedule

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

Evidence of Completion

Data, PLC Minutes

Action Step 2 5

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

Person Responsible

Rhonda Hawley

Schedule

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

Evidence of Completion

Attendance Data, PLC Minutes, Classroom walk-through by Administration to observe differentiated instruction

Action Step 3 5

Special Area PLC will meet regularly to examine and analyze behavior data and share the data regularly with the faculty.

Person Responsible

Rhonda Hawley

Schedule

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

Evidence of Completion

Behavior Data, PLC Minutes, Classroom walk-through by Administration to observe differentiated instruction

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

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

Person Responsible

Holly Buchanan

Schedule

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

Evidence of Completion

Attendance records in FOCUS, Special Area PLC minutes

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

Comparison of attendance records in FOCUS.

Person Responsible

Holly Buchanan

Schedule

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

Evidence of Completion

FOCUS attendance records

G2.B2 Implementation of the new math curriculum, Eureka Math **2**

 B256336

G2.B2.S1 Southport Elementary will use the PLC Model to plan and prepare for the implementation of the new math curriculum, Eureka Math. **4**

 S271039

Strategy Rationale

Increasing student proficiency in math with a focus on our lowest 25% will be our focus for the 2017-2018 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 PLC grade level groups which will use data analysis to make informed decisions about curriculum and instruction.

Person Responsible

Holly Buchanan

Schedule

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

Evidence of Completion

Sample common assessments, grade group meeting minutes, Grade Level Universal Spreadsheet of Student Data

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

Holly Buchanan

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Holly Buchanan

Schedule

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

Evidence of Completion

PLC meeting minutes, lesson plans, and assessment results

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

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

Person Responsible

Holly Buchanan

Schedule

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

Evidence of Completion

Copy of master schedule

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

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

Person Responsible

Holly Buchanan

Schedule

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



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
2018					
G1.B1.S1.MA1 M388156	Administration will randomly monitor by entering the classrooms during the designated time.	Buchanan, Holly	8/21/2017	Observation and Walk-through notes	5/31/2018 daily
G1.B1.S1.MA1 M388157	Administration will randomly monitor by entering the classrooms during the designated time.	Buchanan, Holly	8/21/2017	Observaton and Walk-through notes	5/31/2018 daily
G1.MA1 M388160	Student Discipline referrals will be monitored/compared to previous year's data	Bunch, Peggy	8/21/2017	Comparison between the 2016-17 discipline referral data and the 2017-18 discipline referral data	6/1/2018 weekly
G2.MA1 M388166	The following data will be collected and reviewed throughout the year: Attendance and Behavior data...	Buchanan, Holly	8/21/2017	Evidence that the goal is being monitored will be determined by review of FOCUS attendance and behavior records, data sheets maintained by instructional staff, data collected from NWEA MAP Reports.	6/1/2018 quarterly
G1.B1.S1.A1 A363214	Administration will make sure that each grade level has 15 minutes in the master schedule.	Buchanan, Holly	7/28/2017	Master Schedule; Classroom Walk-Throughs; Year-end Discipline Data	6/1/2018 one-time
G1.B2.S1.MA1 M388158	Communication and Interventions for each student will be logged by the Para.	Bunch, Peggy	8/21/2017	The logs will be monitored by Para and Administration daily/weekly/monthly with what interventions are used for specific behaviors and if those behaviors are repeated.	6/1/2018 weekly
G1.B2.S1.MA1 M388159	Monitor log of Student Contact/ Intervention; Meet with Para daily/ weekly/monthly	Bunch, Peggy	8/21/2017	Para will maintain a daily log of each contact/intervention with each student.	6/1/2018 weekly
G1.B2.S1.A1 A363215	The Promise Para will have a list of behavior students she will check in on daily.	Bunch, Peggy	8/21/2017	Checklist of Student Contacts/ Interventions, Monthly Meeting with Admin	6/1/2018 daily
G2.B1.S1.MA1 M388161	Comparison of attendance records in FOCUS.	Buchanan, Holly	8/21/2017	FOCUS attendance records	6/1/2018 quarterly
G2.B1.S1.MA1 M388162	The strategy will be monitored by student attendance records in FOCUS and Special Area PLC minutes.	Buchanan, Holly	8/21/2017	Attendance records in FOCUS, Special Area PLC minutes	6/1/2018 quarterly
G2.B1.S1.A1 A363216	Special Area PLC will meet regularly to examine and analyze attendance data and share the data...	Hawley, Rhonda	8/21/2017	Data, PLC Minutes	6/1/2018 monthly
G2.B1.S1.A2 A363217	Special Area PLC will lead the faculty in the implementation of an attendance incentive program.	Hawley, Rhonda	8/21/2017	Attendance Data, PLC Minutes, Classroom walk-through by Administration to observe differentiated instruction	6/1/2018 monthly
G2.B1.S1.A3 A363218	Special Area PLC will meet regularly to examine and analyze behavior data and share the data...	Hawley, Rhonda	8/21/2017	Behavior Data, PLC Minutes, Classroom walk-through by Administration to observe differentiated instruction	6/1/2018 monthly
G2.B2.S1.MA1 M388163	PLC Grade Groups will monitor student progress towards mastery of the Florida Standards.	Buchanan, Holly	8/21/2017	MTSS Data, Common assessment data, Lesson plans	6/1/2018 weekly
G2.B2.S1.MA1 M388164	Administrators will review PLC minutes, meet with grade levels, and review assessment data and...	Buchanan, Holly	8/21/2017	PLC meeting minutes, lesson plans, and assessment results	6/1/2018 monthly
G2.B2.S1.MA2 M388165	Administrators will monitor the implementation of the master schedule containing dedicated...	Buchanan, Holly	8/21/2017	Copy of master schedule	6/1/2018 monthly

Bay - 0221 - Southport Elementary School - 2017-18 SIP
Southport Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.A1  A363219	Continue use of the Leadership Team with representation from each PLC grade level groups which will...	Buchanan, Holly	8/17/2017	Sample common assessments, grade group meeting minutes, Grade Level Universal Spreadsheet of Student Data	6/1/2018 weekly
G2.B2.S1.A2  A363220	Utilize the data from common formative and summative assessments to provide differentiated...	Buchanan, Holly	8/17/2017	Master schedule, MTSS records in FOCUS, Lesson plans, PLC meeting minutes	6/1/2018 weekly

V. Professional Development Opportunities

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

G2. If we utilize Professional Learning Communities (PLCs) to analyze multiple data sources and use standards based resources to prepare and provide differentiated instruction, then student achievement and learning gains will increase in all areas.

G2.B2 Implementation of the new math curriculum, Eureka Math

G2.B2.S1 Southport Elementary will use the PLC Model to plan and prepare for the implementation of the new math curriculum, Eureka Math.

PD Opportunity 1

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

Facilitator

Grade Level Chairs

Participants

Classroom Teachers

Schedule

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

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	Administration will make sure that each grade level has 15 minutes in the master schedule.				\$225.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	500-Materials and Supplies	0221 - Southport Elementary School	General Fund		\$225.00
			<i>Notes: Purchase Core Essential Values program for teachers to use for character education.</i>			
2	G1.B2.S1.A1	The Promise Para will have a list of behavior students she will check in on daily.				\$0.00
3	G2.B1.S1.A1	Special Area PLC will meet regularly to examine and analyze attendance data and share the data regularly with the faculty.				\$0.00
4	G2.B1.S1.A2	Special Area PLC will lead the faculty in the implementation of an attendance incentive program.				\$43,684.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	160-Other Support Personnel	0221 - Southport Elementary School	Title, I Part A		\$11,450.00
			<i>Notes: Parent Liaison</i>			
	6110	130-Other Certified Instructional Personnel	0221 - Southport Elementary School	Title, I Part A		\$32,234.00
			<i>Notes: Social Worker two days per week</i>			
5	G2.B1.S1.A3	Special Area PLC will meet regularly to examine and analyze behavior data and share the data regularly with the faculty.				\$0.00
6	G2.B2.S1.A1	Continue use of the Leadership Team with representation from each PLC grade level groups which will use data analysis to make informed decisions about curriculum and instruction.				\$7,660.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0221 - Southport Elementary School	Title I, Part A		\$393.00
			<i>Notes: Stipends for School Improvement Training</i>			
	5100	120-Classroom Teachers	0221 - Southport Elementary School	Title I, Part A		\$7,267.00
			<i>Notes: Additional 3 Teacher Leader (Grade Level Chair) Supplements at 6%</i>			
7	G2.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)				\$53,460.77

Bay - 0221 - Southport Elementary School - 2017-18 SIP
Southport Elementary School

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0221 - Southport Elementary School	General Fund		\$2,499.77
<i>Notes: 244 hours for Classroom and Tutorial Paraprofessionals</i>						
	5100	150-Aides	0221 - Southport Elementary School	Title I, Part A	3.17	\$34,974.00
<i>Notes: Classroom and Tutorial Paraprofessionals</i>						
	5100	360-Rentals	0221 - Southport Elementary School	Title I, Part A		\$330.00
<i>Notes: Subscription to Reading A to Z - To supplement in differentiated instruction</i>						
	5100	510-Supplies	0221 - Southport Elementary School	Title I, Part A		\$1,935.00
<i>Notes: Instructional Supplies</i>						
	5100	120-Classroom Teachers	0221 - Southport Elementary School	Title I, Part A	0.01	\$455.00
<i>Notes: Kindergarten Pre-Assessments to have current data for classroom placement (3 teachers)</i>						
	6150	750-Other Personal Services	0221 - Southport Elementary School	Title, I Part A		\$1,920.00
<i>Notes: Substitute teachers for Parent/Teacher conferences</i>						
	6400	130-Other Certified Instructional Personnel	0221 - Southport Elementary School	Title, I Part A		\$11,147.00
<i>Notes: Math Coach used 1 day per week</i>						
	6400	330-Travel	0221 - Southport Elementary School	Title, I Part A		\$200.00
<i>Notes: Teacher professional development</i>						
					Total:	\$105,029.77