Southport Elementary School

2018-19 Schoolwide Improvement Plan

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Southport Elementary School

1835 BRIDGE ST, Southport, FL 32409

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	8%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	C	C*

School Board Approval

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

SIP Authority

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.

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. 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: School Information

School Mission and Vision

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.

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.

School Leadership Team

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

Name	Title
Buchanan, Holly	Principal
Hawley, Rhonda	Teacher, K-12
Anderson, Cayla	Teacher, K-12
Bunch, Peggy	Assistant Principal
Gingrich, Leanne	Teacher, K-12
Etheridge, Kristen	Teacher, K-12
Gilder, Joan	Teacher, ESE
Infinger, Savannah	Teacher, K-12
Ramsey, Amanda`	School Counselor
Kelley, Sally	Teacher, K-12
Lewis, Taylor	Teacher, K-12
Tate, Alyssa	Teacher, K-12

Duties

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

School Leadership Team…
>Takes a balcony view of the school
>Assists the principal in making decisions to govern the school (shared decision making)
>Ensures a focus on learning and continuous improvement
>Monitors achievement, intervention and climate data to assure that the learning environment is producing
results consistent with the school's stated goals
>Identifies gaps in performance or processes and plans for their improvement
>Guides the work of the school's collaborative teams

>Supports and monitors the work of the school's collaborative teams
>Aligns the school's work with the district and classroom
>Serves as the steward of the school's mission, vision, core values (commitments)

Early Warning Systems

Year 2017-18

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	16	16	9	4	15	4	0	0	0	0	0	0	0	64
One or more suspensions	1	4	2	5	7	3	0	0	0	0	0	0	0	22
Course failure in ELA or Math	0	4	2	5	0	11	0	0	0	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	19	23	13	0	0	0	0	0	0	0	55

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	2	2	8	7	10	0	0	0	0	0	0	0	29

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	6	3	1	0	0	0	0	0	0	0	0	0	14
Retained Students: Previous Year(s)	2	8	1	6	2	0	0	0	0	0	0	0	0	19

Date this data was collected
Friday 6/1/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

When comparing our 2018 data to 2017 data, we decreased our percentages in 4 of the 7 areas that determine the school's grade: ELA Achievement -7 pts.; ELA Learning Gains -4 pts.; Math Learning Gains -4 pts.; Math Lowest 25%tile -18 pts. This data does not indicate a trend from 2016 to 2017...in fact we had tremendous gains in ELA. Our comparison of grade level data and cohort data shows a significant decline in third and fourth grade.

Which data component showed the greatest decline from prior year?

The greatest decline we found was in our Math Lowest 25th percentile. We went from 61% in 2017 to 43% in 2018 which is an 18 pt. loss. However, the grade level and cohort data are not correlated to our students' performance in math.

Which data component had the biggest gap when compared to the state average?

Our biggest gap when compared to the State Avg. was seen in the ELA Achievement. We are 8 pts. below the State's Avg of 56%.

Which data component showed the most improvement? Is this a trend?

Our Science Achievement was 19 pts. above the State's Avg. We earned 74% points which was 29 points higher than in 2017.

Describe the actions or changes that led to the improvement in this area.

Teachers were using several different strategies that included, but were not limited to field trips, hands on activities, use of technology and guest speakers.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	48%	50%	56%	41%	48%	52%
ELA Learning Gains	55%	49%	55%	38%	47%	52%
ELA Lowest 25th Percentile	59%	45%	48%	26%	43%	46%
Math Achievement	63%	57%	62%	52%	53%	58%
Math Learning Gains	61%	57%	59%	58%	53%	58%
Math Lowest 25th Percentile	43%	46%	47%	47%	43%	46%
Science Achievement	74%	50%	55%	60%	44%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	16 (6)	16 (10)	9 (7)	4 (14)	15 (9)	4 (12)	64 (58)
One or more suspensions	1 (0)	4 (0)	2 (0)	5 (0)	7 (0)	3 (0)	22 (0)
Course failure in ELA or Math	0 (0)	4 (0)	2 (0)	5 (1)	0 (1)	11 (1)	22 (3)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	19 (4)	23 (8)	13 (21)	55 (33)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	46%	57%	-11%	57%	-11%
	2017	64%	59%	5%	58%	6%
Same Grade Comparison		-18%				
Cohort Comparison						
04	2018	41%	51%	-10%	56%	-15%
	2017	57%	52%	5%	56%	1%
Same Grade Comparison		-16%				
Cohort Comparison		-23%				
05	2018	55%	50%	5%	55%	0%
	2017	43%	49%	-6%	53%	-10%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		12%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	60%	63%	-3%	62%	-2%
	2017	60%	56%	4%	62%	-2%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	62%	59%	3%	62%	0%
	2017	72%	62%	10%	64%	8%
Same Grade Comparison		-10%				
Cohort Comparison		2%				
05	2018	63%	57%	6%	61%	2%
	2017	41%	52%	-11%	57%	-16%
Same Grade Comparison		22%				
Cohort Comparison		-9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	74%	54%	20%	55%	19%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	43	53	38	44	37	47				
WHT	49	53	57	63	60	38	72				
FRL	41	54	58	53	59	46	68				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	33	45	47	26	58	59	38				
WHT	55	59	48	58	64	61	46				
FRL	46	51	48	50	59	58	40				

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	ELA Achievement & Learning Gains
Rationale	We analyzed the results of the State's 2018 Achievement Test (FSA) to locate our areas of critical need. In disaggregating the data, in the area of achievement, we missed our 2017-18 ELA target in all three grade levels combined by 14 percentage points. In the area of Learning Gains, we missed our target by 7 percentage points in ELA with a focus needed in 4th grade. We exceeded or met the District and State averages in all other areas.

Intended Outcome	If we utilize Professional Learning Communities (PLCs) to analyze multiple data sources to determine the most effective instructional engagement strategy and use standards based resources to prepare and provide differentiated instruction, then student achievement and learning gains will increase in ELA. Our target is to increase our student achievement and student learning gains to at least 62% in English/Language Arts.
Point Person	Holly Buchanan (buchahd@bay.k12.fl.us)

Action Step	
Description	1. We will utilize Professional Learning Communities (PLCs) to analyze multiple data sources and use standards based resources to prepare and provide differentiated instruction. Resources: Digital FSA Coach - ELA Instructional Paraprofessionals Professional Development 2. Provide additional PLC day to each grade level to review data and meet with parents. 3. Provide online resources for students and parents Resources: Newsletters Reading A-Z Digital FSA Coach - ELA 4. ELA teacher liaisons from each grade level will meet with other district teacher liaisons to discuss/share strategies used at other district schools. 5. Provide additional teacher and/or instructional paraprofessionals to support classroom teachers in small group differentiated instruction to increase student achievement of the ELA standards.
Person Responsible	Holly Buchanan (buchahd@bay.k12.fl.us)

Plan to Monitor Effectiveness	
Description	1. Data will be collected and reviewed monthly throughout the school year. Data to analyze: NWEA MAP Growth - ELA and Math in all grade levels; Science in 3rd-5th grade Grade Level Common Assessments Attendance and Behavior 2. Classroom Walkthroughs by administration will monitor standards-based instruction implementation.
Person Responsible	Holly Buchanan (buchahd@bay.k12.fl.us)

Activity #2	
Title	Student Social-Emotional Competency
Rationale	We want to effectively weave social, emotional, and academic components into the fabric of our school and our classrooms that help motivate the students to develop skills to navigate and succeed within their learning communities. The end of the year data showed 74 students receiving a combined total of 215 office referrals with 14 students having 5 or more referrals.
Intended Outcome	Our target is to implement social and emotional supports to decrease our total number of discipline referrals by 25%.
Point Person	Peggy Bunch (bunchpd@bay.k12.fl.us)

Action Step	
Description	1. Embed a school-wide Character Education program that is used and emphasized daily. Core Essential Values Keeping the Promise 2. Appoint a PLC Team to analyze attendance and behavior data to present to the faculty on a regular basis throughout the year. 3. The Behavior Team and Threat Assessment Team will meet monthly to review student data (Google Sheet). 4. Provide a Behavior Promise Para to utilize and teach strategic behavior interventions. a. A Preventive Promise Para will provide proactive interventions for classrooms and individual students recording student/teacher contact and strategy used on a Google Sheet. b. An additional Promise Para will provide immediate interventions such as timeout or detention so students can self-adjust behaviors before returning to the classroom; recording student/teacher contact on a Google Sheet. 5. Provide classroom supports to students that display a need. 6. Classroom Walkthroughs will insure fidelity to the expectations and support teachers who may struggle with implementation.
Person Responsible	Peggy Bunch (bunchpd@bay.k12.fl.us)

Plan to Monitor Effectiveness	
Description	1. Early Warning Sign Data (to include student discipline referrals, non-attendance data, and student grades) will be reviewed monthly to identify students' needs. 2. Monitor multiple Google Sheets to insure the response to intervention meets students' individual needs.
Person Responsible	Peggy Bunch (bunchpd@bay.k12.fl.us)

Activity #3	
Title	Math Lowest 25%
Rationale	We analyzed the results of the State's 2018 Achievement Test (FSA) to locate our areas of critical need. In disaggregating the data, our Learning Gains for the Lowest 25% showed we missed our target of 62% by 19 percentage points. We noted the greatest deficit in 5th grade.
Intended Outcome	If we utilize Professional Learning Communities (PLC) to analyze multiple data sources to determine standards based resources to prepare and provide differentiated instruction, then learning gains in the lowest 25% will increase in Math. Our target is to increase and maintain the learning gains for the lowest 25% in Math to 62%.
Point Person	Holly Buchanan (buchahd@bay.k12.fl.us)

Action Step	
Description	1. We will utilize Professional Learning Communities (PLCs) to analyze multiple data sources and use standards based resources to prepare and provide differentiated instruction. Resources: Digital FSA Coach - Math Instructional Paraprofessionals Professional Development 2. Provide additional PLC day to each grade level to review data and meet with parents. 3. Provide online resources for students and parents. Resources: Newsletters Digital FSA Coach - Math First in Math Zearn 4. Math teacher liaisons from each grade level will meet with other district teacher liaisons to discuss/share strategies used at other district schools. 5. Provide additional teacher and/or instructional paraprofessionals to support classroom teachers in small group differentiated instruction to increase student achievement of the Math standards.
Person Responsible	Holly Buchanan (buchahd@bay.k12.fl.us)

Plan to Monitor Effectiveness	
Description	1. Data will be collected and reviewed monthly throughout the school year. Data to analyze: NWEA MAP Growth - ELA and Math in all grade levels; Science in 3rd-5th grade Grade Level Common Assessments Attendance and Behavior 2. Classroom Walkthroughs by administration will monitor standards-based instruction implementation.
Person Responsible	Holly Buchanan (buchahd@bay.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Several activities are planned to assist and provide information, materials, and trainings for parents to work with their child(ren) to improve and/or monitor each child's academic achievement. These activities will include topics such as the Florida State Standards for ELA and Math (plus Science for the intermediate grade levels), FSA/MAP assessments, the use of the Parent Portal and Teacher websites (including DoJo...a communication tool). These topics will be accessible through workshops, the Title I Annual meeting, Open House, school-wide or grade level events, SAC meetings, Parent-Teacher conferences and other parent meetings held throughout the school year.

Please refer to the Southport Elementary Parental Involvement Plan.

PFEP Link

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

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. We have also hired two Promise Paraprofessionals that teacher social skills to individual students and small groups of students. Parent classes, health and welfare opportunities, clothing and personal needs, referral sources, health technician on-site daily, 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.

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 day before 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.

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.

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 Mondays to include the use of the MTSS Staff Training Specialist and District ESE Resource Teacher. During those meetings, students with early warning signs (low achievement, non-attendance, social-emotional needs, etc.) are discussed and placed in intervention groups to get additional supports. Through our Title I Part A funds along with our school budget, Southport Elementary hires highly qualified paraprofessionals to work alongside the classroom teacher with curricular interventions in small groups.

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.

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

The school organizes a "Celebration of Learning" where business partners, industry, first responders, High School science/environmental groups come to share their skills/jobs so that the students obtain knowledge of potential jobs and opportunities available to them.

Part V: Budget

Total:	$117,183.00