# Southport Elementary School



## 2019-20 Schoolwide Improvement Plan

## Table of Contents

# Southport Elementary School

## 1835 BRIDGE ST, Southport, FL 32409

### [ no web address on file ]

**Demographics**

## Principal: Michael Harless

Start Date for this Principal: 7/18/2019

| | |
|---|---|
| **2019-20 Status** (per MSID File) | Active |
| **School Type and Grades Served** (per MSID File) | Elementary School PK-5 |
| **Primary Service Type** (per MSID File) | K-12 General Education |
| **2018-19 Title I School** | Yes |
| **2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) | 88% |
| **2018-19 ESSA Subgroups Represented** (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities Multiracial Students White Students Economically Disadvantaged Students |
| **School Grades History** | 2018-19: C (44%) 2017-18: B (58%) 2016-17: B (56%) 2015-16: C (46%) 2014-15: C (49%) |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Northwest |
| **Regional Executive Director** | Rachel Heide |
| **Turnaround Option/Cycle** | N/A |
| **Year** | |
| **Support Tier** | |
| **ESSA Status** | TS&I |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here. | |

## 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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

## Table of Contents

# Southport Elementary School

## 1835 BRIDGE ST, Southport, FL 32409

## [ no web address on file ]

## School Demographics

| **School Type and Grades Served** (per MSID File) | **2018-19 Title I School** | **2018-19 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 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| Grade | C | B | B | C |

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## Purpose and Outline of the SIP

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## 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 | Job Duties and Responsibilities |
|---|---|---|
| Harless, Todd | Principal | |
| Hawley, Rhonda | Teacher, K-12 | |
| Anderson, Cayla | Teacher, K-12 | |
| Gilder, Joan | Teacher, ESE | |
| Ramsey, Amanda` | School Counselor | |
| Lewis, Taylor | Teacher, K-12 | |
| Stukey, Jennifer | Teacher, K-12 | |
| Kelley, Sally | Teacher, K-12 | |
| Infinger, Savannah | Teacher, K-12 | |
| Blue, Charlotte | Assistant Principal | |
| Gingrich, Leanne | Teacher, K-12 | |
| Averett, Amber | Teacher, PreK | |
| Reeder, Nancy | Teacher, K-12 | |

### Early Warning Systems

**Current Year**

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 70 | 74 | 66 | 60 | 61 | 75 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 406 |
| Attendance below 90 percent | 16 | 18 | 10 | 10 | 11 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 80 |
| 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 | 7 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 3 | 17 | 29 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 49 |

**The number of students with two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 1 | 5 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 |

**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 | 2 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |

**FTE units allocated to school (total number of teacher units)**
22

**Date this data was collected or last updated**
Wednesday 8/21/2019

## Prior Year - 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 | 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 with two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 2 | 2 | 8 | 7 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 29 |

## Prior Year - 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 | 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 with two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 2 | 2 | 8 | 7 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 29 |

## Part II: Needs Assessment/Analysis

**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 | 2019 | | | 2018 | | |
|---|---|---|---|---|---|---|
| | School | District | State | School | District | State |
| ELA Achievement | 51% | 55% | 57% | 55% | 49% | 55% |
| ELA Learning Gains | 55% | 59% | 58% | 59% | 54% | 57% |
| ELA Lowest 25th Percentile | 53% | 57% | 53% | 50% | 55% | 52% |
| Math Achievement | 48% | 56% | 63% | 58% | 52% | 61% |
| Math Learning Gains | 36% | 54% | 62% | 65% | 55% | 61% |
| Math Lowest 25th Percentile | 6% | 42% | 51% | 61% | 48% | 51% |
| Science Achievement | 58% | 53% | 53% | 45% | 44% | 51% |

### EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | Total |
|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Number of students enrolled | 70 (0) | 74 (0) | 66 (0) | 60 (0) | 61 (0) | 75 (0) | 406 (0) |
| Attendance below 90 percent | 16 (16) | 18 (16) | 10 (9) | 10 (4) | 11 (15) | 15 (4) | 80 (64) |
| One or more suspensions | 0 (1) | 0 (4) | 0 (2) | 0 (5) | 0 (7) | 0 (3) | 0 (22) |
| Course failure in ELA or Math | 0 (0) | 0 (4) | 0 (2) | 7 (5) | 4 (0) | 2 (11) | 13 (22) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 3 (19) | 17 (23) | 29 (13) | 49 (55) |

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | | |
|---|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison | |
| 03 | 2019 | 55% | 61% | -6% | 58% | -3% | |
| | 2018 | 46% | 57% | -11% | 57% | -11% | |
| Same Grade Comparison | | 9% | | | | | |
| Cohort Comparison | | | | | | | |
| 04 | 2019 | 41% | 58% | -17% | 58% | -17% | |
| | 2018 | 41% | 51% | -10% | 56% | -15% | |
| Same Grade Comparison | | 0% | | | | | |
| Cohort Comparison | | -5% | | | | | |
| 05 | 2019 | 56% | 56% | 0% | 56% | 0% | |
| | 2018 | 55% | 50% | 5% | 55% | 0% | |
| Same Grade Comparison | | 1% | | | | | |
| Cohort Comparison | | 15% | | | | | |

| MATH | | | | | | | |
|---|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison | |
| 03 | 2019 | 46% | 62% | -16% | 62% | -16% | |
| | 2018 | 60% | 63% | -3% | 62% | -2% | |
| Same Grade Comparison | | -14% | | | | | |
| Cohort Comparison | | | | | | | |
| 04 | 2019 | 49% | 59% | -10% | 64% | -15% | |
| | 2018 | 62% | 59% | 3% | 62% | 0% | |
| Same Grade Comparison | | -13% | | | | | |
| Cohort Comparison | | -11% | | | | | |
| 05 | 2019 | 46% | 54% | -8% | 60% | -14% | |
| | 2018 | 63% | 57% | 6% | 61% | 2% | |
| Same Grade Comparison | | -17% | | | | | |
| Cohort Comparison | | -16% | | | | | |

| SCIENCE | | | | | | | |
|---|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison | |
| 05 | 2019 | 57% | 54% | 3% | 53% | 4% | |
| | 2018 | 74% | 54% | 20% | 55% | 19% | |
| Same Grade Comparison | | -17% | | | | | |
| Cohort Comparison | | | | | | | |

## Subgroup Data

| 2019 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 2017-18 | C & C Accel 2017-18 |
| SWD | 25 | 37 | 57 | 25 | 22 | 7 | 39 | | | | |

| | **2019 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 2017-18 | C & C Accel 2017-18 |
| WHT | 52 | 55 | 54 | 50 | 36 | 4 | 58 | | | | |
| FRL | 40 | 48 | 52 | 36 | 30 | 8 | 51 | | | | |
| | **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 | | | | |

## ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---|---|
| ESSA Category (TS&I or CS&I) | TS&I |
| OVERALL Federal Index – All Students | 44 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 2 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 307 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 100% |
| **Subgroup Data** | |
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 30 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| **English Language Learners** | |
| Federal Index - English Language Learners | |
| English Language Learners Subgroup Below 41% in the Current Year? | N/A |

| English Language Learners | |
|---|---|
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |

| Native American Students | |
|---|---|
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |

| Asian Students | |
|---|---|
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |

| Black/African American Students | |
|---|---|
| Federal Index - Black/African American Students | |
| Black/African American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |

| Hispanic Students | |
|---|---|
| Federal Index - Hispanic Students | |
| Hispanic Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |

| Multiracial Students | |
|---|---|
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |

| Pacific Islander Students | |
|---|---|
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |

| White Students | |
|---|---|
| Federal Index - White Students | 44 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | |

| Economically Disadvantaged Students | |
|---|---|
| Federal Index - Economically Disadvantaged Students | 38 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

## Analysis

### Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Math lowest 25%(6%) Math Learning Gains(36%)
The contributing factors were teachers had less time to teach and had to spend time helping students deal with their stress and their new normal. The traumatic experience was a challenge for students and teachers mental well being; subsequently, this affected their achievement scores.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Math Lowest 25% dropped from 43% to 6%
Math Learning Gains dropped from 61% to 36%
Math Achievement dropped from 63% to 48%
Science Achievement dropped from 74% to 58%
Teachers had less time to teach the fifth grade science concepts. There was only enough time to teach the required skills and concepts; therefore, there was no time for spiral reviews which help students with skills and concepts they did not understand.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Math Lowest 25%
Students in our lowest quartile almost always need additional support and additional time to complete challenging or lengthy assignments. Due to the additional stress, instructional time was limited so that we could assist with mental health challenges students faced when they returned to school.

**Which data component showed the most improvement? What new actions did your school take in this area?**

ELA Achievement
Growth was made in ELA due to experienced teachers knowing their standards and curriculum. We also provided students with small group interventions that enabled students struggling with skills and concepts.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Our students with disabilities are having a difficult time understanding math skills and concepts. We understand that making growth in this area is extremely challenging for them. In addition to SWDs, economically disadvantaged students made a significant drop in math this year. We are intensely

concerned about these two groups and have a blueprint on what will assist these students in demonstrating learning gains.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Lowest 25% Learning Gains
2. Math Achievement
3. Science Achievement
4. Improve Attendance
5. Decrease Discipline Referrals

# Part III: Planning for Improvement

**Areas of Focus:**

| #1 | |
|---|---|
| **Title** | ELA Achievement and Learning Gains |
| **Rationale** | We took the results of the state's 2019 Achievement Test (FSA) to locate our areas of critical need. In the area of achievement, we missed our 2018-2019 target by 11%, although there was a 3% increase from the previous year. In the area of learning gains, we missed our target by 7% in overall learning gains and 9% in learning gains of the lowest 25th percentile. |

| | |
|---|---|
| **State the measurable outcome the school plans to achieve** | If we utilize Professional Learning Communities 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.<br><br>Our target is to increase our student achievement and student learning gains to at least 62% in ELA. We plan to monitor our progress by using data from classroom walkthroughs,common assessments, and MAP. |
| **Person responsible for monitoring outcome** | Todd Harless (harlem@bay.k12.fl.us) |
| **Evidence-based Strategy** | We will utilize Universal Design for Learning during our reading block. Using this strategy minimizes barriers and maximizes learning for everyone. It is flexible and allows for multiple means of action and expression, representation and engagement. It encourages teachers to work with diverse students with and without disabilities. It works with students' strengths, needs, and interests. All students work together and share what they have learned. In UDL, students feel free to make mistakes and move forward because there is an equal opportunity for learning; therefore, everyone believes they can achieve their goals. |
| **Rationale for Evidence-based Strategy** | Several of our students with disabilities and our economically disadvantaged students did not meet their achievement goals. Since these students are not making the desired progress, we wanted a strategy that would benefit all students including students with disabilities and the economically disadvantaged . Universal Design for Learning allows for all students, especially low performing students, to have multiple means of engagement in a variety of learning activities. It affords them choices in areas they are interested in so that they are enthusiastic about their assignments. It also allows multiple means of expression where students are provided with models, feedback, and support. Thus, making learning goals and learning targets more attainable. |

| Action Step | |
|---|---|
| **Description** | 1. All teachers will implement the EL reading curriculum with integrity.<br>2. Teachers will scaffold the lessons to meet the needs of all students.<br>3. Students will actively engage in activities with the teacher and other students.<br>4.Students will demonstrate the knowledge they have gained by choosing ways to express themselves and<br>5. MTSS STS, Literacy Coach, and District Resource teacher for EL Curriculum will support teachers will implementing new ELA curriculum. |
| **Person Responsible** | Todd Harless (harlem@bay.k12.fl.us) |

| #2 | |
|---|---|
| **Title** | Math Lowest 25% |
| **Rationale** | We took the results of the state's 2019 Achievement Test (FSA) to locate our areas of critical need. In disaggregating the data, we can see that our learning gains for the lowest 25% dropped from 43% to 6%. |

| | |
|---|---|
| **State the measurable outcome the school plans to achieve** | 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.<br><br>Our target is to increase and maintain the learning gains for the lowest 25th percentile in math to 62%. We plan to monitor our progress by using data from classroom walkthroughs,common assessments, and MAP. |
| **Person responsible for monitoring outcome** | Todd Harless (harlem@bay.k12.fl.us) |
| **Evidence-based Strategy** | Southport Elementary has one self contained class and the remainder are based on the inclusion model. As a result of this, the majority of our students with disabilities are in general education classroom. Differentiated instruction will not only assist our students with disabilities, but it will help the teacher meet the need of students with various instructional levels. Differentiated instruction is very flexible in content, process, and product. It is based on the students strengths, needs, and learning styles. Teachers will provide students with choices in what they read, give different assignments, and provide extra time for challenging and lengthy assignments. |
| **Rationale for Evidence-based Strategy** | In the area of math learning gains and math learning gains of the lowest 25%, Southport Elementary dropped significantly. We dropped 25 points in learning gains and 37 points in the lowest 25% learning gains. Based on our scores we decided to differentiate instruction so our students with disabilities could receive additional assistance. We believe that with small group instruction, we can work with the students to improve student achievement and show growth. We will use data from our common formative and summative assessments as well as MAP data to develop these small groups of students and identify specific areas of need. |

| Action Step | |
|---|---|
| **Description** | 1. Providing teachers will professional development on content<br>2. Utilizing coaches and interventionist to assist teachers will curriculum and content in the classroom.<br>3. District Walk through to support administrators and teachers<br>4. Grade level liaison meetings to assist with challenges<br>5. Grade level and vertical PLC will collaborate to assist with lesson planning. |
| **Person Responsible** | Todd Harless (harlem@bay.k12.fl.us) |

| #3 | |
|---|---|
| **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 student to develop skills to navigate and succeed within their learning communities. (This will include a summary of end of year data.) |

| **State the measurable outcome the school plans to achieve** | Our target is to decrease our discipline referrals by 25%. |
|---|---|
| **Person responsible for monitoring outcome** | Charlotte Blue (bluecd@bay.k12.fl.us) |
| **Evidence-based Strategy** | We have decided to use mindfulness activities to meet the social emotional needs of our students. This is where the students pay attention to their breathing, body, thoughts, and their surroundings. This strategy assist children in being aware of their emotional need. Paying attention to themselves gives them the freedom to choose what they say and do. This leads to an accountable person, a happier child, and an extremely welcoming classroom. |
| **Rationale for Evidence-based Strategy** | In developing the whole child, we must meet all of their needs. Many misconceptions and misunderstanding start in the mind of a child. We want them to stop and think before they respond to any situation. Mindfulness is one of the strategies used in a new curriculum we are implementing called Strong Kids. This curriculum helps them explore their feelings and learn different social emotional coping skills and strategies that they can implement everyday. |

| Action Step | |
|---|---|
| **Description** | 1. Guidance Counselor and Promise Para will teach small groups of social skills lesson<br>2. Implement Strong kids with mindfulness<br>3. District Behavior team support<br>4. MTSS behavior data chats<br>5. Addition support from district Behavior team |
| **Person Responsible** | Charlotte Blue (bluecd@bay.k12.fl.us) |

## Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

The school will be working on school safety and security by implementing new hard corners in the school. We will not use rooms that have windows because they are not secure locations. We will establish new hard corners for all areas of the school and inform faculty and staff where to go. We will also have 4 hard lock down drills to practice our procedures during a hard lock down. Next, we will continue establishing the relationship with our external stakeholders by inviting them to participate in the service projects we are establishing at our school. We will continue to honor our veterans and active duty

service men and women with a flag raising ceremony 4 times a year. We will communicate with all stakeholders during school events by sending out newsletters to all external partners.

## 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 Schoolwide Improvement Plan 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.**

We plan to build relationships and increase parental involvement through the following activities:
Open House
Curriculum Night for 3rd Grade
Parental Workshops
Winter Festival
Solicit Volunteers for Book Fair
Service Projects
Flag Raising Ceremonies
PTO meetings
SAC Meetings
Parent Teacher Conferences

**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.**

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

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

The 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.

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

Southport Elementary School honors service men and women every nine weeks with flag raising ceremonies and ulitizies them as mentor to help support students struggling build self-efficacy so they can achieve academically. We also have a Celebration of Learning where various members of the community come onto our campus and share their expertise and responsibilities of how they support our community. This allows students to gain knowledge about careers they may be interested in.

## Part V: Budget

**The approved budget does not reflect any amendments submitted for this project.**

| 1 | III.A. | Areas of Focus: ELA Achievement and Learning Gains | $0.00 |
|---|--------|--------------------------------------------------|-------|
| 2 | III.A. | Areas of Focus: Math Lowest 25% | $0.00 |
| 3 | III.A. | Areas of Focus: Student Social-Emotional Competency | $0.00 |
| | | Total: | $0.00 |