

## 2013-2014 SCHOOL IMPROVEMENT PLAN

Southport Elementary School  
1835 BRIDGE ST  
Southport, FL 32409  
850-767-1636

### School Demographics

<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 69%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 7%

### School Grades History

<b>2013-14</b> D	<b>2012-13</b> C	<b>2011-12</b> B	<b>2010-11</b> A	<b>2009-10</b> A
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### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	1	Sam Foerster

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Southport Elementary School

##### Principal

Dianne Miller

##### School Advisory Council chair

Holly Grossmith

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Dianne Miller	Principal
LeAnn Kibler	Administrative Assistant
Jeannie Williams	Literacy Coach
Tina Maddox	Guidance Counselor
Judy Radke	Media Specialist
Rhonda Hawley	Music Teacher
Kelly Halley	Art Teacher
Holly Schulte	Kindergarten Teacher
Theresa Rowell	Second Grade Teacher
Jeannie Dutton	Third Grade Teacher

#### District-Level Information

##### District

Bay

##### Superintendent

Mr. William V. Husfelt

##### Date of school board approval of SIP

12/10/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Southport Elementary School's Advisory Council is reflective demographically of the student body and is comprised of at least 51% non-school based members. Parents, teachers, and educational support staff are elected by their peers and, if necessary, the school principal may appoint additional members including a business partner to bring the council in compliance with state standards.

#### Involvement of the SAC in the development of the SIP

At the September meeting, a chairman and secretary will be elected and the council will review 2012-2013 student performance data in all curriculum areas as well as share the decision-making responsibility in the development of the school improvement plan. In addition, this council will act as an advisory body to the school administrators, provide input, and assist in the monitoring of Southport Elementary's School Improvement Plan.

**Activities of the SAC for the upcoming school year**

For the remainder of the year, the SAC chairman will plan with the principal meeting times, dates, agendas, and send meeting reminders to the members. The elected secretary will take attendance, record the minutes of each meeting, and file copies of relevant documents in the School Advisory Council handbook that is available for public review. The parents and community members of Southport Elementary School are encouraged to become full partners in the educational process. Serving as a member of the Southport School Advisory Council is an excellent outlet to share thoughts, concerns, and aspirations in our school's quest to be "anchored in excellence".

**Projected use of school improvement funds, including the amount allocated to each project**

No school improvement funds have been allocated for use this school year.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

<b>Dianne Miller</b>		
Principal	Years as Administrator: 23	Years at Current School: 16
<b>Credentials</b>	BS in Elementary Education; MA and EdS in Educational Leadership; Certified Elementary Education 1-6; Administration PK-12	
<b>Performance Record</b>	<p>For the 2012-2013 school year, Southport Elementary received the accountability grade of a C.                      For the 2011-2012 school year, Southport Elementary was graded as a B school.</p> <ul style="list-style-type: none"> <li>• Reading Learning Gains: 63%</li> <li>• Reading Learning Gains of the Lowest 25%: 58%</li> <li>• Math Learning Gains: 53%</li> <li>• Math Learning Gains of the Lowest 25%: 62%</li> <li>• AMO Progress: 72% of 3rd-5th grade students were proficient in reading. 61% were proficient in math.</li> </ul> <p>Previous Years:</p> <ul style="list-style-type: none"> <li>• 1997-2011: Served as Assistant Principal and Principal at Southport Elementary. The school moved from a C to a B, then maintained an A for ten consecutive years.</li> <li>• 1990-1997: Served as Assistant Principal at Lynn Haven Elementary before state accountability grades and NCLB AYP.</li> </ul>	

<b>LeAnn Kibler</b>		
Asst Principal	Years as Administrator: 3	Years at Current School: 1
<b>Credentials</b>	BS in English; MA in Educational Leadership; Certified English 6-12; Administration PK-12	
<b>Performance Record</b>	<ul style="list-style-type: none"> <li>• 2012-2013 served as Southport Elementary Administrator where the school has earned a C accountability grade.</li> <li>• In 2011-2012, served as Mosley High School Administrator and Testing Coordinator where a B was maintained.</li> <li>• Served as the 9th grade administrator at Mosley High School for the 2010-2011 school year as they moved from a B to an A.</li> </ul>	

**Instructional Coaches**

<b># of instructional coaches</b>	3
<b># receiving effective rating or higher</b> (not entered because basis is < 10)	
<b>Instructional Coach Information:</b>	

<b>Jeannie Williams</b>		
Part-time / District-based	Years as Coach: 2	Years at Current School: 2
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	BS in Special Education Certified Emotionally Handicapped K-12, ELA 6-12, ESOL, NGCARPD, CARPD	
<b>Performance Record</b>	2012-2013 Performance Record: Pending	

<b>Tracy Rogers</b>		
Part-time / District-based	Years as Coach: 2	Years at Current School: 2
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Any degrees, certifications, or endorsements held: BS & FL certification Elementary Education 1-6 MS & FL certification Reading K-12 National Board Certification middle childhood generalist 2004-2014	
<b>Performance Record</b>	Ms. Rogers is highly qualified to work with faculty members at schools across the district to build their capacity with instructional and structural practices to facilitate school improvement focusing in the area of ELA.	

<b>Jeremy Centeno</b>		
Part-time / District-based	Years as Coach: 4	Years at Current School: 2
<b>Areas</b>	Mathematics, Other	
<b>Credentials</b>	BS Elementary Education BS Biblical Studies MS Curriculum Instruction and Design with ESOL Endorsement	
<b>Performance Record</b>	2012-2013 Performance Record: Pending	

**Classroom Teachers**

<b># of classroom teachers</b>	26
<b># receiving effective rating or higher</b>	26, 100%
<b># Highly Qualified Teachers</b>	100%
<b># certified in-field</b>	26, 100%



**# ESOL endorsed**

11, 42%

**# reading endorsed**

5, 19%

**# with advanced degrees**

6, 23%

**# National Board Certified**

3, 12%

**# first-year teachers**

1, 4%

**# with 1-5 years of experience**

8, 31%

**# with 6-14 years of experience**

9, 35%

**# with 15 or more years of experience**

8, 31%

**Education Paraprofessionals**

**# of paraprofessionals**

11

**# Highly Qualified**

11, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

6

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

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

## **Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

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

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

Rationale for Pairing: An experienced teacher with a new teacher

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

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

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

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

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

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

Southport Elementary's MTSS Leadership Team will give classroom teachers examples of individual data collection charts to use as a monitoring tool. Classroom teachers will select or develop one that best fits their individual needs and bring completed data sheets to meetings when specific students are discussed at CST, MTSS, or Administrative meetings. Also, graphs will be maintained on each MTSS student showing progress toward meeting specific MTSS goals set forth within individual MTSS plans.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Classroom teachers will be given a data sheet developed by a classroom teacher to document data during the 2013-2014 school year. The collection of data will include classroom assessments, FCAT, Discovery Education Assessments (DEA), Dibels, EASYCBM, and any additional data relating to individual needs of a student. ENRICH will be used to capture individual student progress monitoring

data and graph for observance of student progress toward goals. Data sheets and graphs will be reviewed during monthly progress monitoring meetings with administrators, guidance counselor, other MTSS Leadership Team members.

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

MTSS will be supported through training at the district and school level, leadership and data meetings, and by open communication of all staff in collaborating to support student success. Guidance Counselor and MTSS Staff Training Specialist will provide training for ENRICH program and follow up support throughout school year.

### **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 1,440

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

#### **Strategy Purpose(s)**

- Instruction in core academic subjects

#### **How is data collected and analyzed to determine the effectiveness of this strategy?**

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

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

#### **Who is responsible for monitoring implementation of this strategy?**

The Administrative Assistant of Southport Elementary is responsible for monitoring the implementation of this strategy.

**Strategy:** Before or After School Program

**Minutes added to school year:** 4,200

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

**Strategy Purpose(s)**

- Enrichment activities that contribute to a well-rounded education

**How is data collected and analyzed to determine the effectiveness of this strategy?**

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

Effectiveness of the Strategy: The before school enrichment program for talented and gifted students will be considered effective if students achieve their EP goals and objectives at the end of three years.

**Who is responsible for monitoring implementation of this strategy?**

The media specialist (Gifted Certified) of Southport Elementary is responsible for monitoring the implementation of this strategy.

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Dianne Miller	Principal
LeAnn Kibler	Administrative Assistant
Tina Maddox	Guidance Counselor
Judy Radke	Media Specialist
Holly Schulte	Kindergarten Teacher
Andrea Purdie	First Grade Teacher
Theresa Rowell	Second Grade Teacher
Jeannie Dutton	Third Grade Teacher
Susan Street	Fourth Grade Teacher
Kelly Kirvin	Fifth Grade Teacher
Susan Frazier	ESE Teacher
Barbara Wackowski	Speech/Language Pathologist
Jeannie Williams	Literacy Coach

**How the school-based LLT functions**

The Literacy Leadership Team meets the 4th Wednesday of each month after school. The team's main purpose is to create a capacity of reading knowledge for the school. The LLT collaborates and

encourages a literate climate that supports effective teaching and learning. The ultimate goal is to become a catalyst for school-wide literacy change.

### **Major initiatives of the LLT**

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

### **Preschool Transition**

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

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

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

Southport Elementary School participates in a staggered start for all kindergarten students. A welcome letter is sent to all parents of incoming kindergarten students with notification of the date for orientation (first day of school) and whether their child will attend class on the second or third day of the new school year. Staggering the start date allows for each student to become acclimated with the school on a more one-on-one basis with the classroom teacher. Half of the students in each kindergarten class are scheduled to attend school on the second day and the other half are scheduled to attend on the third day of school. All kindergarten students will attend on the fourth day of school.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	64%	56%	No	68%
American Indian				
Asian				
Black/African American				
Hispanic				
White	64%	57%	Yes	68%
English language learners				
Students with disabilities	36%	27%	Yes	42%
Economically disadvantaged	61%	48%	No	65%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	49	28%	31%
Students scoring at or above Achievement Level 4	51	29%	32%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	118	67%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	27	62%	65%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	28	47%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		100%

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	60%	46%	No	64%
American Indian				
Asian				
Black/African American				
Hispanic				
White	60%	47%	Yes	64%
English language learners				
Students with disabilities	45%	22%	No	51%
Economically disadvantaged	54%	39%	No	59%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	48	27%	30%
Students scoring at or above Achievement Level 4	30	17%	20%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	100%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	110	62%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	30	69%	72%

**Area 4: Science**

**Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	14	24%	27%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	10%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		6
Participation in STEM-related experiences provided for students	335	90%	90%

**Area 8: Early Warning Systems**



**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	58	16%	14%
Students retained, pursuant to s. 1008.25, F.S.	12	3%	2%
Students who are not proficient in reading by third grade	22	41%	38%
Students who receive two or more behavior referrals	27	7%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	7	1%	1%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Please refer to the Southport Elementary Parental Involvement Plan.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Please refer to the Southport Elementary Parental Involvement Plan			

## Goals Summary

- G1.** Increase proficiency of all AMO subgroups in the content area of ELA (English Language Arts) through the use of research-based strategies which promote mastery of the common core standards.
- G2.** Increase student knowledge of NGSS/CCSS science and math standards and understanding of careers in science, technology, engineering, and mathematics.
- G3.** Increase proficiency of all AMO subgroups in the content area of Mathematics through the use of research-based strategies which promote mastery of the common core standards.

## Goals Detail

**G1.** Increase proficiency of all AMO subgroups in the content area of ELA (English Language Arts) through the use of research-based strategies which promote mastery of the common core standards.

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School

**Resources Available to Support the Goal**

- Computer Labs: SM6 & Fast ForWord
- Tutoring
- Language Screenings
- Paraprofessionals / Volunteers
- SMART Technology
- Discovery Education Assessments / Reports
- Title I Parent Workshops
- Writing Center
- Bay Writes / Writing Conference for 4th Grade Students
- Collaboration
- District Science Funds
- Kagan

**Targeted Barriers to Achieving the Goal**

- Discovery Education resources / data analysis, and the CIS Model are not used by all teachers
- Need for use of student self-assessment
- MTSS/ Rtl Process / Restrictive Scheduling

### Plan to Monitor Progress Toward the Goal

1. August 2013: Instructional staff reviews May 2013 DE data for all AMO subgroups by grade level. 2. September 2013: Baseline data for all AMO subgroups based on completed September DE test window. 3. January 2014 - May 2014: Reading Curriculum Team will chart subgroup data following each DE testing window (other relevant data may be included) and make recommendations for instructional focus corrections. 4. September 2013 - May 2014: Writing Curriculum Team will chart data following each Bay Writes and make recommendations for instructional focus corrections.

**Person or Persons Responsible**

School Improvement Team & Curriculum Teams

**Target Dates or Schedule:**

August 2013 - July 2014

**Evidence of Completion:**

Reading: This goal will be considered completed if all AMO subgroups attain safe harbor proficiency status: All students: 60%, White: 61%, Students with Disabilities: 34%, Economically Disadvantaged: 53% Writing: This goal will be considered complete if 50% of all fourth grade students score 3.5 or higher on the final Bay Writes.

### G2. Increase student knowledge of NGSS/CCSS science and math standards and understanding of careers in science, technology, engineering, and mathematics.

**Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- District science funds
- Science tools per grade level
- Grant

**Targeted Barriers to Achieving the Goal**

- Reluctance to create / participate in science experiments

### Plan to Monitor Progress Toward the Goal

Instructional staff will maintain records of the number of students in attendance and types of STEM experiences for their classroom in a common Google document.

**Person or Persons Responsible**

Science and Math Curriculum Teams

**Target Dates or Schedule:**

September 2013 - May 2014

**Evidence of Completion:**

The goal will be considered complete when 90% of all students in K - 5th grades participate in 6 or more STEM-related experiences.

**G3. Increase proficiency of all AMO subgroups in the content area of Mathematics through the use of research-based strategies which promote mastery of the common core standards.**

**Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

**Resources Available to Support the Goal**

- Interactive Manipulatives / SMART board
- SM6 / Computer Labs
- District Coach for Mathematics / Jeremy Centeno
- Kagan
- Tutoring
- District Math Leadership Team
- Volunteers / Mentors
- Parent Workshops
- Teacher Collaboration
- MTSS District Resource Teacher & Math Consultant / Karen Beck

**Targeted Barriers to Achieving the Goal**

- No Math Block / MTSS (RtI) - current schedule limits instructional time
- Resources in Discovery Education including data analysis based on the DE Interactive Report are not used by all teachers

**Plan to Monitor Progress Toward the Goal**

1. August 2013: Instructional staff reviews May 2013 DE data for all AMO subgroups by grade level. 2. September 2013: Baseline data for all AMO subgroup based on completed September DE test window. 3. January 2014 - May 2014: Math Curriculum Team will chart subgroups data following each DE testing window (other relevant data may be included) and make recommendations for instructional focus corrections.

**Person or Persons Responsible**

Math Curriculum Team

**Target Dates or Schedule:**

August 2013 - July 2014

**Evidence of Completion:**

Strategies will be considered effective if all AMO subgroups attain safe harbor status: All students: 51%, White: 52%, Students with Disabilities: 30%, Economically Disadvantaged: 45%

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase proficiency of all AMO subgroups in the content area of ELA (English Language Arts) through the use of research-based strategies which promote mastery of the common core standards.

**G1.B2** Discovery Education resources / data analysis, and the CIS Model are not used by all teachers

**G1.B2.S1** Use data analysis of the DE (Discovery Education) Interactive Report to provide students with strategies to unpack DE assessment questions.

### **Action Step 1**

School-based guidance counselor using directives from Bay District's manager for Discovery Education and in collaboration with lab paraprofessionals / classroom teachers will coordinate administration of the DE assessment tests to students enrolled at Southport Elementary in grades K-5 three times during the 2013 - 2014 school year.

#### **Person or Persons Responsible**

Guidance Counselor

#### **Target Dates or Schedule**

1. August/September 2013 testing window - administer Test A (reading) to all students in K-5th grades and Test A (science) to 3rd - 5th grade students. 2. December/January 2014 testing window- administer Test B to all students in K-5th grades. 3. May/June 2014 testing window - administer Test C to all students in K-5th grades.

#### **Evidence of Completion**

Using Discovery Education Benchmark reports, 100% of K-5th grade students enrolled at Southport Elementary during the testing windows for Test A, B, and C will have completed the assessments for reading, math, and if enrolled in 3rd - 5th grades, science.

## Action Step 2

School-based leadership team (9/3/2013) will collaborate with Literacy Coach to design professional development for all instructional staff in K-5th grades to include: data analysis based on the DE Interactive Report and strategies to unpack reading, math, and science questions using the DE Interactive Report.

### Person or Persons Responsible

All Instructional Staff

### Target Dates or Schedule

1. Data Analysis based on the DE Interactive Report - September 27, 2013 2. Strategies to unpack questions using the DE Interactive Report - September through October 4, 2013

### Evidence of Completion

Sign-in sheets, other PD documentation

## Action Step 3

Instructional staff will assist students in developing strategies to unpack a minimum of five DE test questions weekly (2 reading, 2 math, 1 science) from the Interactive Report based on a data analysis of the needs of their class. Instructional staff will document use in on-line lesson plans. Exception: three weeks prior to testing session & duration of testing session

### Person or Persons Responsible

Instructional Staff

### Target Dates or Schedule

October 2013 - May 2014

### Evidence of Completion

Interactive Report usage documented in on-line lesson plans at [www.Planbook.com](http://www.Planbook.com).

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

Each semester, Instructional staff will respond to a professional survey developed by the leadership team for the purpose of monitoring fidelity of the implementation of all strategies of the school improvement plan.

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

January 21, 2014, April 2, 2014, May 30, 2014

### Evidence of Completion

100% of instructional staff will respond to all fidelity surveys.

## Plan to Monitor Effectiveness of G1.B2.S1

1. August 2013: Instructional staff reviews May 2013 DE data for all AMO subgroups by grade level. 2. September 2013: Baseline data for all AMO subgroups based completed DE 1st Assessment test window completed. 3. January 2014 and June 2014: Curriculum Teams will chart proficiency of subgroup data following each DE testing window for all AMO subgroups (K-5th grades) and make recommendations for instructional focus corrections.

### Person or Persons Responsible

Curriculum Teams

### Target Dates or Schedule

September 2013 - June 2014

### Evidence of Completion

Strategy will be considered effective if all AMO subgroups attain safe harbor status: All students: 60%, White: 61%, Students with Disabilities: 34%, Economically Disadvantaged: 53% Strategy will be considered effective if 33% of 3rd - 5th grade students are proficient in science as measured by the June DE test.

**G1.B2.S2** Use CIS (Comprehension Instructional Sequence) lessons to facilitate student use of strategies that promote proficiency in reading comprehension, vocabulary, content-area knowledge, and critical thinking about complex text.

### Action Step 1

Literacy Coach (October 2013) will provide professional development and model for instructional staff the use of the CIS (Comprehension Instructional Sequence) model.

### Person or Persons Responsible

All Instructional Staff

### Target Dates or Schedule

October 2013

### Evidence of Completion

Sign-in sheets, other PD documentation

### Facilitator:

Jeannie Williams

### Participants:

All Instructional Staff



## **Action Step 2**

Instructional staff will incorporate the use of the CIS model in appropriate curriculum areas. Incorporation will be documented a minimum of three times during the school in on-line lesson plans.

### **Person or Persons Responsible**

Southport Elementary Instructional Staff

### **Target Dates or Schedule**

October 2013 - May 2014

### **Evidence of Completion**

On-line lesson plans

## **Plan to Monitor Fidelity of Implementation of G1.B2.S2**

Each semester, Instructional staff will respond to a professional survey developed by the leadership team for the purpose of monitoring fidelity of the implementation of all strategies of the school improvement plan.

### **Person or Persons Responsible**

Leadership Team

### **Target Dates or Schedule**

January 21, 2014, April 2, 2014, May 30, 2014

### **Evidence of Completion**

100% of instructional staff will respond to all fidelity surveys.

## Plan to Monitor Effectiveness of G1.B2.S2

1. August 2013: Instructional staff reviews May 2013 DE data for all AMO subgroups by grade level.
2. September 2013: Baseline data for all AMO subgroup based on completed September DE test window.
3. January 2014, June 2014: Curriculum Teams will chart subgroup data following December DE testing window for all AMO subgroups (K-5th grades) and make recommendations for instructional focus corrections.

### Person or Persons Responsible

Curriculum Teams

### Target Dates or Schedule

September 2013 - June 2014

### Evidence of Completion

Strategy will be considered effective if all AMO subgroups attain safe harbor status: All students: 60%, White: 61%, Students with Disabilities: 34%, Economically Disadvantaged: 53% Strategy will be considered effective if 33% of 3rd - 5th grade students are proficient in Science as measured by the June DE test.

**G1.B2.S3** Continue implementation of the 6 Traits of Writing and implement Bay District's guidelines for Bay Writes.

### Action Step 1

Tracy Rogers, Writing Coordinator for Bay District Schools, in collaboration with school administrators / literacy coach will provide professional development to instructional staff in the implementation of the 6 Traits of Writing.

### Person or Persons Responsible

All Instructional Staff

### Target Dates or Schedule

September 4, 2013, November 13, 2013, and March 10, 2014

### Evidence of Completion

Sign-in sheet, other PD documentation

### Facilitator:

Tracy Rogers

### Participants:

All Instructional Staff

## Action Step 2

Principal, in coordination with the Writing Curriculum Team, will assist classroom teachers in implementation of Bay District's Bay Writes.

### Person or Persons Responsible

All Instructional Staff

### Target Dates or Schedule

September 2013 - May 2014

### Evidence of Completion

Summary data of writing scores from each Bay Writes

## Plan to Monitor Fidelity of Implementation of G1.B2.S3

Instructional staff will follow the guidelines and procedures for the four district-wide writing assessments.

### Person or Persons Responsible

Principal / Administrative Assistant

### Target Dates or Schedule

September 3, 2013, November 12, 2013, January 22, 2014, May 27, 2014

### Evidence of Completion

Each grade level will submit five writing samples following each of the four district-wide writing assessments.

## Plan to Monitor Effectiveness of G1.B2.S3

September 2013 - May 2014: Writing Curriculum Team will chart data following each Bay Writes and make recommendations for instructional focus corrections.

### Person or Persons Responsible

Writing Curriculum Team

### Target Dates or Schedule

September 2013 - May 2014

### Evidence of Completion

Strategy will be considered effective if 50% of 4th grade students score 3.5 or higher on the last cycle of Bay Writes.

## **G1.B6** Need for use of student self-assessment

**G1.B6.S1** Provide opportunities for students to self-assess their level of proficiency in common core standards.

### **Action Step 1**

Instructional staff will model critical thinking skills required for self-assessment practices and establish time for students to learn and practice self-assessment skills.

#### **Person or Persons Responsible**

Reading Curriculum Team

#### **Target Dates or Schedule**

January 2014 - May 2014

#### **Evidence of Completion**

In response to a survey, instructional staff will reflect on the practice of student self-assessment as it applies to their classroom environment.

## **Plan to Monitor Fidelity of Implementation of G1.B6.S1**

Each semester, Instructional staff members will respond to a professional survey developed by the leadership team for the purpose of monitoring fidelity of the implementation of all strategies of the school improvement plan.

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

January 21, 2014, April 2, 2014, May 30, 2014

#### **Evidence of Completion**

100% of instructional staff will respond to all fidelity surveys.

## Plan to Monitor Effectiveness of G1.B6.S1

1. August 2013: Instructional staff reviews May 2013 DE data for all AMO subgroups by grade level.
2. September 2013: Baseline data for all AMO subgroups based on completed September DE test window.
3. January 2014 - May 2014: Curriculum Teams will chart subgroup data following each DE testing window for all AMO subgroups (K-5th grades) and make recommendations for instructional focus corrections.

### Person or Persons Responsible

Curriculum Teams

### Target Dates or Schedule

September 2013 - June 2014

### Evidence of Completion

Strategy will be considered effective if all AMO subgroups attain safe harbor status: All students: 60%, White: 61%, Students with Disabilities: 34%, Economically Disadvantaged: 53% Strategy will be considered effective if 33% of 3rd - 5th grade students are proficient in science as measured by the June DE test.

## G1.B7 MTSS/ RtI Process / Restrictive Scheduling

**G1.B7.S1** Use researched-based strategies of the Core Six: Reading for Meaning, Compare & Contrast, Inductive Learning, Circle of Knowledge, Write to Learn, and Vocabulary's CODE, to promote student proficiency of the Common Core Standards.

### Action Step 1

Book Study: The Core Six Essential Strategies for Achieving Excellence with the Common Core by Silver, Dewing, and Perini

### Person or Persons Responsible

Self-selected Instructional Staff

### Target Dates or Schedule

Six weeks book study beginning in February 2014 and continuing through March 2014

### Evidence of Completion

Sign-in sheet, other PD documentation

## Action Step 2

Explore options for revising procedures and scheduling related to MTSS/RtI.

### Person or Persons Responsible

Reading Curriculum Team

### Target Dates or Schedule

Reading Curriculum Team meets to explore revisions to MTSS procedures.

### Evidence of Completion

Minutes of meetings

## Plan to Monitor Fidelity of Implementation of G1.B7.S1

Instructional staff participating in the book study will respond to a professional survey developed by the leadership team each semester for the duration of the study for the purpose of monitoring fidelity of the implementation of this strategy.

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

January 21, 2014, May 30, 2014

### Evidence of Completion

100% of instructional staff will respond to all fidelity surveys.

## Plan to Monitor Effectiveness of G1.B7.S1

1. August 2013: Instructional staff reviews DE data for all AMO subgroups by grade level. 2. September 2013: Baseline data for all AMO subgroup based on completed September DE test window. 3. January 2014 - May 2014: Curriculum Teams will chart subgroup data following each DE testing window for all AMO subgroups (K-5th grades) and make recommendations for instructional focus corrections.

### Person or Persons Responsible

Curriculum Teams

### Target Dates or Schedule

September 2013 - June 2014

### Evidence of Completion

Strategy will be considered effective if all AMO subgroups attain safe harbor status: All students: 60%, White: 61%, Students with Disabilities: 34%, Economically Disadvantaged: 53% Strategy will be considered effective if 33% of 3rd - 5th grade students are proficient in science as measured by the June DE test.

**G2.** Increase student knowledge of NGSS/CCSS science and math standards and understanding of careers in science, technology, engineering, and mathematics.

**G2.B2** Reluctance to create / participate in science experiments

**G2.B2.S1** Develop STEM-related skills through direct experiences and attendance at events that support awareness of careers in STEM.

**Action Step 1**

Book Study for K - 2nd grade teachers: Math Work Stations by Debbie Diller Book Study for 3rd - 5th grade teachers: STEM Lesson Essentials by Jo Anne Vasquez, Cary Sneider, & Michael Comer

**Person or Persons Responsible**

Self-Selected Teachers

**Target Dates or Schedule**

October 2013 - May 2014

**Evidence of Completion**

PD Documentation

**Facilitator:**

Susan Street, Florencia Pereira

**Participants:**

Self-Selected Teachers

**Action Step 2**

Develop student awareness of careers in STEM –related fields through student attendance in the Celebration of Learning Event

**Person or Persons Responsible**

Science and Math Curriculum Teams

**Target Dates or Schedule**

November 8, 2013.

**Evidence of Completion**

Attendance records for the Celebration of Learning Event

### **Action Step 3**

Develop science and math skills through direct experiences such as: hands-on activities, technology, inclusion of science content in special area classes, field trips (Biophilia Field Trip), parent night, and guest speakers.

#### **Person or Persons Responsible**

Science and Math Curriculum Teams

#### **Target Dates or Schedule**

September 2013 - May 2014

#### **Evidence of Completion**

On-line lesson plans, documentation related to direct experiences

### **Plan to Monitor Fidelity of Implementation of G2.B2.S1**

Each semester, Instructional staff will respond to a professional survey developed by the leadership team for the purpose of monitoring fidelity of the implementation of all strategies of the school improvement plan.

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

January 21, 2014, May 30, 2014

#### **Evidence of Completion**

100% of instructional staff will respond to all fidelity surveys.

### **Plan to Monitor Effectiveness of G2.B2.S1**

Instructional staff will maintain records of the number of students in attendance and types of STEM experiences for their classroom in a common Google document.

#### **Person or Persons Responsible**

Science and Math Curriculum Teams

#### **Target Dates or Schedule**

September 2013 - May 2014

#### **Evidence of Completion**

90% of all students in K - 5th grades will participate in 6 or more STEM-related experiences.



**G3.** Increase proficiency of all AMO subgroups in the content area of Mathematics through the use of research-based strategies which promote mastery of the common core standards.

**G3.B2** No Math Block / MTSS (Rtl) - current schedule limits instructional time

**G3.B2.S1** Model the use of the Common Core 8 Standards for Mathematical Practice to assist students in acquiring strategies to engage with the subject matter as they become more proficient with the content area.

**Action Step 1**

School administrators in collaboration with Jeremy Centeno / Bay District Schools will provide (July 2013 - May 2014) instructional staff with multiple opportunities for professional development in understanding the essential nature of the 8 Standards for Mathematical Practice.

**Person or Persons Responsible**

All Instructional Staff

**Target Dates or Schedule**

July 2013 - May 2014

**Evidence of Completion**

Sign-in sheets, other PD documentation

**Facilitator:**

Jeremy Centeno

**Participants:**

All Instructional Staff

## Action Step 2

Members of the Math Curriculum Team (September 2013 - April 2014) will share examples of how they have bridged the connection between 8 Mathematical Practices to Classroom Practices.

### Person or Persons Responsible

All Instructional Staff

### Target Dates or Schedule

Practice #1. Make sense of problems and persevere in solving them. - September 2013 Practice # 2. Reason abstractly and quantitatively - October 2013 Practice # 3. Construct viable arguments and critique the reasoning of others - November 2013 Practice # 4. Model with mathematics - December 2013 Practice # 5. Use appropriate tools strategically - January 2014 Practice # 6. Attend to precision - February 2014 Practice # 7. Look for and make use of structure - March 2014 Practice # 8. Look for and express regularity in repeated reasoning - April 2014

### Evidence of Completion

Faculty Meeting Agendas

## Action Step 3

Math Curriculum Team to explore possible scheduling revisions for math block.

### Person or Persons Responsible

Math Curriculum Team

### Target Dates or Schedule

October 2013 - December 2013

### Evidence of Completion

Minutes of meetings

## Plan to Monitor Fidelity of Implementation of G3.B2.S1

Each semester, Instructional staff will respond to a professional survey developed by the leadership team for the purpose of monitoring fidelity of the implementation of all strategies of the school improvement plan.

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule

January 21, 2014, April 2, 2014, May 30, 2014

### Evidence of Completion

100% of instructional staff will respond to all fidelity surveys.

### Plan to Monitor Effectiveness of G3.B2.S1

1. August 2013: Instructional staff reviews May 2013 DE data for all AMO subgroups by grade level.
2. September 2013: Baseline data for all AMO subgroup based on completed September DE test window.
3. January 2014- May 2014: Curriculum Teams will chart subgroup data following each DE testing window for all AMO subgroups (K-5th grades) and make recommendations for instructional focus corrections.

#### Person or Persons Responsible

Math Curriculum Team

#### Target Dates or Schedule

August 2013 - May 2014

#### Evidence of Completion

Strategy will be considered effective if all AMO subgroups attain safe harbor status: All students: 60%, White: 61%, Students with Disabilities: 34%, Economically Disadvantaged: 53%

**G3.B5** Resources in Discovery Education including data analysis based on the DE Interactive Report are not used by all teachers

**G3.B5.S1** Use data analysis of the DE (Discovery Education) Interactive Report to provide students with strategies to unpack DE assessment questions.

#### Action Step 1

School-based guidance counselor using directives from Bay District's manager for Discovery Education and in collaboration with lab paraprofessionals / classroom teachers will coordinate administration of the DE assessment test to students enrolled at Southport Elementary in grades K-5 three times during the 2013 -2014 school year.

#### Person or Persons Responsible

Guidance Counselor

#### Target Dates or Schedule

1. August/September 2013 testing window - administer Test A to all students in K-5th grades.
2. December/January 2014 testing window- administer Test B to all students in K-5th grades.
3. May/ June 2014 testing window - administer Test C to all students in K-5th grades

#### Evidence of Completion

Using Discovery Education Benchmark reports, 100% of K-5th grade students enrolled at Southport Elementary during the testing windows for Test A, B, and C will have completed the assessments for reading, math, and if enrolled in 3rd - 5th grades, science.

## **Action Step 2**

School-based leadership team (9/3/2013) will collaborate with Literacy Coach to design professional development for all instructional staff in K-5th grades to include: data analysis based on the DE Interactive Report and strategies to unpack reading, math, and science questions using the DE Interactive Report.

### **Person or Persons Responsible**

Leadership Team and Literacy Coach

### **Target Dates or Schedule**

1. Data Analysis based on the DE Interactive Report - September 20, 2013  
2. Strategies to unpack questions using the DE Interactive Report - (yet to be determined)

### **Evidence of Completion**

Sign-in sheets, other PD documentation

### **Facilitator:**

Judy Radke

### **Participants:**

All Instructional Staff

## **Action Step 3**

Instructional staff will assist students in developing strategies to unpack the DE test questions through the weekly use of the Interactive Report based on a data analysis of the needs of their class. Instructional staff will document use in on-line lesson plans. Exception: three weeks prior to testing session & duration of testing session

### **Person or Persons Responsible**

Instructional Staff

### **Target Dates or Schedule**

October 2013 - May 2014

### **Evidence of Completion**

On-line lesson plans

### **Plan to Monitor Fidelity of Implementation of G3.B5.S1**

Each semester, Instructional staff will respond to a professional survey developed by the leadership team for the purpose of monitoring fidelity of the implementation of all strategies of the school improvement plan.

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

January 21, 2014, May 30, 2014

#### **Evidence of Completion**

100% of instructional staff will respond to all fidelity surveys.

### **Plan to Monitor Effectiveness of G3.B5.S1**

1. August 2013: Instructional staff reviews May 2013 DE data for all AMO subgroups (K-5th grades) by grade level. 2. September 2013: Baseline data for all AMO subgroup based on completed September DE test window. 3. September 2013 - May 2014: Reading Curriculum Team will chart subgroups data following each DE testing window and make recommendations for instructional focus corrections. 4. September 2013 - May 2014: Science Curriculum Team will chart data following each DE testing window and make recommendations for instructional focus corrections.

#### **Person or Persons Responsible**

Reading, Writing, and Science Curriculum Teams

#### **Target Dates or Schedule**

September 2013 - June 2014

#### **Evidence of Completion**

Strategy will be considered effective if all AMO subgroups attain safe harbor proficiency status: All students: 60%, White: 61%, Students with Disabilities: 34%, Economically Disadvantaged: 53% Strategy will be considered effective if 33% of 3rd - 5th grade students are proficient in science as measured by the June DE test.

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

#### Title I, Part A

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

#### Title I, Part C- Migrant

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

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

#### Title I, Part D

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

#### Title II

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

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

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

#### Title III

The Title III/ESOL program provides assistance to students, parents and teachers for students whose first language is not English. Title III provides additional funding to support teacher training, English language learning software, translation/interpretation services for parents, district Parent Involvement Nights/Parent

Leadership Council, supplemental classroom resources, summer tutorial materials/assistance, acculturation field trips, and registration/travel for workshops and professional development.

#### Title X- Homeless

The Federal McKinney-Vento Homeless Assistance Act states that children and youth who lack a fixed, regular, and adequate nighttime residence are considered homeless. If, due to a loss of housing, a child must live in a shelter, motel, vehicle, or campground, on the street, in abandoned buildings, or doubled-up with relatives or friends, then he/she is eligible to receive services provided under the McKinney-Vento Act. The McKinney-Vento Education for Homeless Children and Youth Program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, state educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.

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

#### Supplemental Academic Instruction (SAI)

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

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

#### Violence Prevention Programs

The District provides "Bully-Proofing Your School" curriculum to all schools. 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 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 served 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, and we will work with parents as 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).



## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** Increase proficiency of all AMO subgroups in the content area of ELA (English Language Arts) through the use of research-based strategies which promote mastery of the common core standards.

**G1.B2** Discovery Education resources / data analysis, and the CIS Model are not used by all teachers

**G1.B2.S2** Use CIS (Comprehension Instructional Sequence) lessons to facilitate student use of strategies that promote proficiency in reading comprehension, vocabulary, content-area knowledge, and critical thinking about complex text.

### PD Opportunity 1

Literacy Coach (October 2013) will provide professional development and model for instructional staff the use of the CIS (Comprehension Instructional Sequence) model.

#### Facilitator

Jeannie Williams

#### Participants

All Instructional Staff

#### Target Dates or Schedule

October 2013

#### Evidence of Completion

Sign-in sheets, other PD documentation

**G1.B2.S3** Continue implementation of the 6 Traits of Writing and implement Bay District's guidelines for Bay Writes.

**PD Opportunity 1**

Tracy Rogers, Writing Coordinator for Bay District Schools, in collaboration with school administrators / literacy coach will provide professional development to instructional staff in the implementation of the 6 Traits of Writing.

**Facilitator**

Tracy Rogers

**Participants**

All Instructional Staff

**Target Dates or Schedule**

September 4, 2013, November 13, 2013, and March 10, 2014

**Evidence of Completion**

Sign-in sheet, other PD documentation

**G2.** Increase student knowledge of NGSS/CCSS science and math standards and understanding of careers in science, technology, engineering, and mathematics.

**G2.B2** Reluctance to create / participate in science experiments

**G2.B2.S1** Develop STEM-related skills through direct experiences and attendance at events that support awareness of careers in STEM.

**PD Opportunity 1**

Book Study for K - 2nd grade teachers: Math Work Stations by Debbie Diller Book Study for 3rd - 5th grade teachers: STEM Lesson Essentials by Jo Anne Vasquez, Cary Sneider, & Michael Comer

**Facilitator**

Susan Street, Florencia Pereira

**Participants**

Self-Selected Teachers

**Target Dates or Schedule**

October 2013 - May 2014

**Evidence of Completion**

PD Documentation

**G3.** Increase proficiency of all AMO subgroups in the content area of Mathematics through the use of research-based strategies which promote mastery of the common core standards.

**G3.B2** No Math Block / MTSS (Rtl) - current schedule limits instructional time

**G3.B2.S1** Model the use of the Common Core 8 Standards for Mathematical Practice to assist students in acquiring strategies to engage with the subject matter as they become more proficient with the content area.

**PD Opportunity 1**

School administrators in collaboration with Jeremy Centeno / Bay District Schools will provide (July 2013 - May 2014) instructional staff with multiple opportunities for professional development in understanding the essential nature of the 8 Standards for Mathematical Practice.

**Facilitator**

Jeremy Centeno

**Participants**

All Instructional Staff

**Target Dates or Schedule**

July 2013 - May 2014

**Evidence of Completion**

Sign-in sheets, other PD documentation

**G3.B5** Resources in Discovery Education including data analysis based on the DE Interactive Report are not used by all teachers

**G3.B5.S1** Use data analysis of the DE (Discovery Education) Interactive Report to provide students with strategies to unpack DE assessment questions.

### **PD Opportunity 1**

School-based leadership team (9/3/2013) will collaborate with Literacy Coach to design professional development for all instructional staff in K-5th grades to include: data analysis based on the DE Interactive Report and strategies to unpack reading, math, and science questions using the DE Interactive Report.

#### **Facilitator**

Judy Radke

#### **Participants**

All Instructional Staff

#### **Target Dates or Schedule**

1. Data Analysis based on the DE Interactive Report - September 20, 2013  
2. Strategies to unpack questions using the DE Interactive Report - (yet to be determined)

#### **Evidence of Completion**

Sign-in sheets, other PD documentation

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Increase proficiency of all AMO subgroups in the content area of ELA (English Language Arts) through the use of research-based strategies which promote mastery of the common core standards.	\$13,124
G2.	Increase student knowledge of NGSS/CCSS science and math standards and understanding of careers in science, technology, engineering, and mathematics.	\$3,323
Total		\$16,447

### Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Program	Technology	Total
Title I	\$12,600	\$623	\$0	\$13,223
District Funds	\$0	\$224	\$0	\$224
Internal Accounts	\$0	\$700	\$300	\$1,000
Title I, Donations, and Internal Accounts	\$0	\$2,000	\$0	\$2,000
Total	\$12,600	\$3,547	\$300	\$16,447

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** Increase proficiency of all AMO subgroups in the content area of ELA (English Language Arts) through the use of research-based strategies which promote mastery of the common core standards.

**G1.B2** Discovery Education resources / data analysis, and the CIS Model are not used by all teachers

**G1.B2.S1** Use data analysis of the DE (Discovery Education) Interactive Report to provide students with strategies to unpack DE assessment questions.

**Action Step 1**

School-based guidance counselor using directives from Bay District's manager for Discovery Education and in collaboration with lab paraprofessionals / classroom teachers will coordinate administration of the DE assessment tests to students enrolled at Southport Elementary in grades K-5 three times during the 2013 - 2014 school year.

**Resource Type**

Personnel

**Resource**

Paraprofessionals to work with students in our computer labs

**Funding Source**

Title I

**Amount Needed**

\$12,600

**G1.B2.S2** Use CIS (Comprehension Instructional Sequence) lessons to facilitate student use of strategies that promote proficiency in reading comprehension, vocabulary, content-area knowledge, and critical thinking about complex text.

**Action Step 2**

Instructional staff will incorporate the use of the CIS model in appropriate curriculum areas. Incorporation will be documented a minimum of three times during the school in on-line lesson plans.

**Resource Type**

Technology

**Resource**

Subscriptions for all instructional staff to PlanBook.com

**Funding Source**

Internal Accounts

**Amount Needed**

\$300

**G1.B7 MTSS/ Rtl Process / Restrictive Scheduling**

**G1.B7.S1** Use researched-based strategies of the Core Six: Reading for Meaning, Compare & Contrast, Inductive Learning, Circle of Knowledge, Write to Learn, and Vocabulary's CODE, to promote student proficiency of the Common Core Standards.

**Action Step 1**

Book Study: The Core Six Essential Strategies for Achieving Excellence with the Common Core by Silver, Dewing, and Perini

**Resource Type**

Evidence-Based Program

**Resource**

15 copies of The Core Six, Essential Strategies for Achieving Excellence with the Common Core

**Funding Source**

District Funds

**Amount Needed**

\$224

**G2.** Increase student knowledge of NGSS/CCSS science and math standards and understanding of careers in science, technology, engineering, and mathematics.

**G2.B2** Reluctance to create / participate in science experiments

**G2.B2.S1** Develop STEM-related skills through direct experiences and attendance at events that support awareness of careers in STEM.

**Action Step 1**

Book Study for K - 2nd grade teachers: Math Work Stations by Debbie Diller Book Study for 3rd - 5th grade teachers: STEM Lesson Essentials by Jo Anne Vasquez, Cary Sneider, & Michael Comer

**Resource Type**

Evidence-Based Program

**Resource**

STEM Lesson Essentials 10 copies @ \$22.56 = 225.60 Math Work Stations - 13 copies @ \$30.60 = 397.80

**Funding Source**

Title I

**Amount Needed**

\$623

**Action Step 2**

Develop student awareness of careers in STEM –related fields through student attendance in the Celebration of Learning Event

**Resource Type**

Evidence-Based Program

**Resource**

Supplies and food needed to host event

**Funding Source**

Internal Accounts

**Amount Needed**

\$700



**Action Step 3**

Develop science and math skills through direct experiences such as: hands-on activities, technology, inclusion of science content in special area classes, field trips (Biophilia Field Trip), parent night, and guest speakers.

**Resource Type**

Evidence-Based Program

**Resource**

Funds hands-on activities, guest speakers, Parent Night, and Science field trips

**Funding Source**

Title I, Donations, and Internal Accounts

**Amount Needed**

\$2,000