

Bay District Schools

Southport Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	17
Positive Culture & Environment	21
Budget to Support Goals	22

Southport Elementary School

1835 BRIDGE ST, Southport, FL 32409

[no web address on file]

Demographics

Principal: Michael Harless

Start Date for this Principal: 7/1/2019

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	88%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Bay County School Board on 9/28/2021.

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

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	22

Southport Elementary School

1835 BRIDGE ST, Southport, FL 32409

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	86%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	10%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

School Board Approval

This plan was approved by the Bay County School Board on 9/28/2021.

SIP Authority

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

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

<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Harless, Todd	Principal	
Eckles, Stacie	Assistant Principal	
Anderson, Cayla	Teacher, K-12	
Ramsey, Amanda`	School Counselor	
Lewis, Taylor	Teacher, K-12	
Stukey, Jennifer	Teacher, K-12	
Etheridge, Kristen	Teacher, K-12	
Averett, Amber	Teacher, K-12	
Gilder, Joan	Teacher, ESE	
Reeder, Nancy	Teacher, ESE	
Torres, Malia		

Demographic Information

Principal start date

Monday 7/1/2019, Michael Harless

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

26

Total number of students enrolled at the school

480

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

3

Demographic Data

Early Warning Systems

2021-22

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	67	84	68	74	75	70	0	0	0	0	0	0	0	438
Attendance below 90 percent	26	26	16	19	14	13	0	0	0	0	0	0	0	114
One or more suspensions	1	0	1	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	11	8	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	11	25	0	0	0	0	0	0	0	37
Number of students with a substantial reading deficiency	5	23	21	16	0	0	0	0	0	0	0	0	0	65

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	1	5	5	7	11	0	0	0	0	0	0	0	29

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	8	4	2	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Monday 9/20/2021

2020-21 - 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	
Number of students enrolled	69	64	74	71	63	56	0	0	0	0	0	0	0	397
Attendance below 90 percent	10	4	8	11	10	4	0	0	0	0	0	0	0	47
One or more suspensions	1	5	8	2	4	6	0	0	0	0	0	0	0	26
Course failure in ELA	0	1	2	0	0	0	0	0	0	0	0	0	0	3
Course failure in Math	0	0	1	0	4	0	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide ELA assessment	0	0	0	0	4	6	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	7	0	0	0	0	0	0	0	9

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	1	3	0	6	3	0	0	0	0	0	0	0	13

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	6	4	1	4	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	1	1	1	0	0	0	0	0	0	0	3

2020-21 - 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	
Number of students enrolled	69	64	74	71	63	56	0	0	0	0	0	0	0	397
Attendance below 90 percent	10	4	8	11	10	4	0	0	0	0	0	0	0	47
One or more suspensions	1	5	8	2	4	6	0	0	0	0	0	0	0	26
Course failure in ELA	0	1	2	0	0	0	0	0	0	0	0	0	0	3
Course failure in Math	0	0	1	0	4	0	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide ELA assessment	0	0	0	0	4	6	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	7	0	0	0	0	0	0	0	9

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	1	3	0	6	3	0	0	0	0	0	0	0	13

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	6	4	1	4	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	1	1	1	0	0	0	0	0	0	0	3

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				51%	55%	57%	48%	50%	56%
ELA Learning Gains				55%	59%	58%	55%	49%	55%
ELA Lowest 25th Percentile				53%	57%	53%	59%	45%	48%
Math Achievement				48%	56%	63%	63%	57%	62%
Math Learning Gains				36%	54%	62%	61%	57%	59%
Math Lowest 25th Percentile				6%	42%	51%	43%	46%	47%
Science Achievement				58%	53%	53%	74%	50%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	55%	61%	-6%	58%	-3%
Cohort Comparison						
04	2021					
	2019	41%	58%	-17%	58%	-17%
Cohort Comparison		-55%				
05	2021					
	2019	56%	56%	0%	56%	0%
Cohort Comparison		-41%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	46%	62%	-16%	62%	-16%
Cohort Comparison						
04	2021					
	2019	49%	59%	-10%	64%	-15%
Cohort Comparison		-46%				
05	2021					
	2019	46%	54%	-8%	60%	-14%
Cohort Comparison		-49%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	57%	54%	3%	53%	4%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

All grade levels-MAP data

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			64%
	Economically Disadvantaged			50%
	Students With Disabilities			43%
	English Language Learners			N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			50%
	Economically Disadvantaged			41%
	Students With Disabilities			43%
	English Language Learners			N/A
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			40%
	Economically Disadvantaged			36%
	Students With Disabilities			29%
	English Language Learners			N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			40%
	Economically Disadvantaged			34%
	Students With Disabilities			29%
	English Language Learners			N/A

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			44%
	Economically Disadvantaged			36%
	Students With Disabilities			20%
	English Language Learners			100%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			40%
	Economically Disadvantaged			33%
	Students With Disabilities			25%
	English Language Learners			50%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			53%
	Economically Disadvantaged			41%
	Students With Disabilities			46%
	English Language Learners			0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			51%
	Economically Disadvantaged			36%
	Students With Disabilities			46%
	English Language Learners			50%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			65%
	Economically Disadvantaged			53%
	Students With Disabilities			55%
	English Language Learners			100%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			42%
	Economically Disadvantaged			36%
	Students With Disabilities			58%
	English Language Learners			0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			72%
	Economically Disadvantaged			66%
	Students With Disabilities			70%
	English Language Learners			0%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	26	27		38	73		30				
MUL	42			33							
WHT	54	58		52	68	60	51				
FRL	40	43		35	52		42				
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				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	60
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	420
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
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
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

Asian Students	
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	38
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	57
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	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

According to the most recent (2021) MAP data, and 2021 FSA data, a trend that emerges across the board K-5 is that our proficiency numbers in ELA are higher than our proficiency numbers in math.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Math proficiency demonstrates the greatest need for improvement based on the 2021 progress monitoring data. and the 2021 FSA data school-wide, although we still strive to make improvements in ELA as well.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

There are many contributing factors to this need for improvement, including the Category 5 Hurricane that hit our area in October 2018 and the ongoing struggle with the COVID19 pandemic. Socioeconomic status of our students is also a contributing factor. New actions that need to be taken to address the need for improvement are academic interventionists and coaches (if available), continuation of PLC work, online resources, and paraprofessional support.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

In looking at our FSA data from 2019 to 2021, we showed tremendous growth in the bottom quartile learning gains for both math and ELA. In math, we went from 6% learning gains in 2019 in the bottom quartile to 58% learning gains in 2021 in the bottom quartile. In ELA, we went from 5% learning gains in 2019 in the bottom quartile to 82% learning gains in the bottom quartile in 2021. This is by far the most improved component.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Our school implemented several initiatives that contributed to the improvement in our bottom quartile learning gains in both math and ELA. One contributing factor is the mentorship program for bottom quartile students at Southport Elementary. We also improved our school-wide behavior through fidelity with our character education programs: Keeping the Promise and Core Essentials. Additionally, PLC work took place, both in person and online based on COVID19 protocols. Our school also utilized small group, differentiated instruction with paraprofessional support.

What strategies will need to be implemented in order to accelerate learning?

We will need to work with our new curriculum and standards this year, as well as continue our work closing instructional gaps caused by the Category 5 hurricane that hit Panama City in 2018 and the ongoing struggle with COVID19. We will need to continue our character education programs and PLC work. Small group, differentiated instruction utilizing paraprofessionals will also accelerate learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We will work with our interventionist and district experts to facilitate training as needed. This year, we are working on training for iready, HMH curriculum, BEST standards, and our character education programs for new teachers.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will maintain our current course of action and make improvement and additions as needed. One additional service we would like to provide in the future is 1-1 technology devices for our students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	<p>The Florida State Assessment measures students' ability to demonstrate mastery of state standards in ELA. Students scoring a Level 3 or above are considered to meet grade level mastery of state standards measured on the FSA.</p> <p>Based on the released data 12% of tested fifth grade students scored a Level 1 on the 2021 FSA ELA. Additionally 42% of tested fifth graders scored a Level 2. This represents a total of 54% of tested fifth grade students scored below the state's criteria for proficiency.</p>
Measurable Outcome:	<p>Students in grade 5 will demonstrate an increase of at least 3 percent increase in the percentage of proficient students on the 2022 FSA ELA. This will increase proficiency from 46% to 49%.</p>
Monitoring:	<p>Student progress will be monitored through teacher observation, formative and summative assessments, diagnostic assessments and progress monitoring probes. Teachers will meet weekly in PLCs to discuss and monitor student progress and classroom data. Student progress will also be monitored through iReady Diagnostic assessments three times per year and more frequently through Growth Monitoring Assessments.</p>
Person responsible for monitoring outcome:	<p>[no one identified]</p>
Evidence-based Strategy:	<p>Bay County has adopted a new state approved ELA Curriculum , Houghton Mifflin Harcourt, which is correlated with the new FL BEST Standards. This curriculum is designed to provide quality instruction on the new BEST standards through a gradual release model starting with whole group lessons then allowing students to interact with the text and practice the skills in small group and individualized activities. In addition the curriculum includes Table Top lessons designed to differentiate instruction in small groups and enables grade level texts to be accessible to all learners. In addition, the curriculum includes Table Top lessons for ELL students allowing them to access and interact with grade level texts and skills as well. Along with the implementation of the HMH curriculum, students' progress will also be monitored through iReady. Students will participate in diagnostic assessments in Fall, Winter and Spring. This diagnostic data will be used to identify students that need additional support and interventions. In addition students will be assigned individualized lessons to address learning deficits. Students will participate in growth monitoring assessments more frequently in order to determine student progress and needs.</p>
Rationale for Evidence-based Strategy:	<p>Houghton Mifflin Harcourt Into Reading core adopted instructional materials for K-5 English Language Arts. The series was reviewed and approved by the FLDOE for inclusion on the State Adopted List at time of adoption and purchase. To improve instruction and learning, BDS teachers incorporate explicit, direct instruction (effect size of .60) and scaffolding (effect size of. 82) based on Hattie's research (Visible Learning: John Hattie 2017)</p>

Action Steps to Implement

Teachers will participate in Houghton Mifflin Harcourt virtual training facilitated by district ELA Instructional Specialists. This series of training will guide teachers in the implementation of the curriculum. Follow-up trainings will be conducted both virtually and in person by the district's ELA Instructional Specialists.

Person Responsible [no one identified]

Teachers will meet in PLCs to analyze formative and summative assessment data along with iReady diagnostic and growth monitoring data. Administrators will take part in these PLC meetings to ensure that

the curriculum is being instructed with fidelity and that students are receiving necessary support and interventions.

Person Responsible [no one identified]

For any student who has not responded to a specific reading intervention delivered with fidelity and with the initial intensity provided (time and group size), reading intervention instruction and/or materials may be changed based on student data. Diagnostic assessments will be required to identify specific needs (areas of strengths and weaknesses.) Further, schools are supported with district MTSS Staff Training Specialists and meet monthly to review student data, progress, and intervention materials. Additionally, schools follow the Comprehensive Evidence-Based Reading Plan and MTSS decision tree which indicates research based and evidence-based materials available for targeted interventions (Tier 2). If student data does not show progress at Tier 2 then adjustments will be made (teacher: student ration; time in intervention; intervention materials; instruction).

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: The Florida State Assessment measures students' ability to demonstrate mastery of state standards in math. Students scoring a Level 3 or above are considered to meet grade level mastery of state standards measured on the FSA. Based on the released data 50% of tested students scored as proficient. This was the lowest component for the 2021 FSA at Southport Elementary.

Measurable Outcome: Students will demonstrate an increase of at least 12 percent in the percentage of proficient students on the 2022 FSA in math This will increase proficiency from 50% to 62%.

Monitoring: Student progress will be monitored through teacher observation, formative and summative assessments, diagnostic assessments and progress monitoring probes. Teachers will meet weekly in PLCs to discuss and monitor student progress and classroom data. Student progress will also be monitored through iReady Diagnostic assessments three times per year.

Person responsible for monitoring outcome: Todd Harless (harlem@bay.k12.fl.us)

Evidence-based Strategy: Professional Learning Communities (PLCs) will be utilized to analyze multiple data sources to determine standards-based resources to prepare and provide small-group, differentiated instruction.

Rationale for Evidence-based Strategy: Differentiated, small-group instruction will allow us to work more individually with students and quickly adjust instruction based on the data we collect.

Action Steps to Implement

Utilize PLCs to analyze multiple data sources and use standards-based resources to prepare and provide differentiated, small-group instruction.

Person Responsible Todd Harless (harlem@bay.k12.fl.us)

Utilize academic interventionist and coaches (when available) to assist teachers with curriculum, content, and instructional practice in the classroom.

Person Responsible Todd Harless (harlem@bay.k12.fl.us)

Utilize paraprofessionals to support small group, differentiated instruction in the classroom.

Person Responsible Todd Harless (harlem@bay.k12.fl.us)

Online resources will be provided to parents including newsletters, canvas, Class Dojo, First in Math, Zearn, and iready.

Person Responsible Todd Harless (harlem@bay.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The data presented in the Safe Schools for Alex is from 2019 and, according to our district's discipline data tracking system, there were zero SESIR incidents for the 20-21 school year. As a result, behavior is not an area of concern at Southport Elementary School at this time, but we will continue to monitor data and continue our character education initiatives as detailed below:

We will continue the following character education initiatives:

Keeping the Promise

Core Essentials

We will continue to monitor discipline data in the following ways:

Monthly Special Area PLC discipline (major and minor referrals) data review and recommendations

Monthly MTSS Behavior Team meeting and recommendations based on student progress

We will continue to support positive behavior in the following ways:

Weekly recognition for Captains of Character (tied to the Core Essential for the month)

Weekly recognition for students who demonstrate positive behavior on the bus

Weekly recognition for individual students and classes who receive ICU cards on campus

Monthly Promise Keeper Day to celebrate student who "Keep the Promise" by staying referral-free

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Southport is a very patriotic and family-oriented school. Our foundational character education program, Keeping the Promise, focuses on patriotism and being strong in body, mind, and spirit. We celebrate these values throughout the year in many different ways. Quarterly flag raising events are held with stakeholders where we sing patriotic songs honoring our country, celebrate students who are Captains of Character, and recognize special moments, such as September 11th, Memorial Day, and Veteran's Day. We also serve breakfast on these mornings to allow time for fellowship among stakeholders. Additional opportunities to build and foster relationships are listed below:

Orientation, Open House, Curriculum Night-3rd Grade, Parent Workshops, Winter Festival, Book Fairs,

Awards Ceremonies, Service Projects (Bay County Sheriff's Department Food Drive, Stuff the Bus Pop-Tart Challenge, Peanut Butter Challenge benefitting First United Methodist Church Panama City), Student Council, PTO/SAC Meetings, Parent-Teacher Conferences, Movie Nights, and Celebration of Learning.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Students, families, community members/businesses, school organizations, and staff are all valued stakeholders with a role to promoting a positive culture. Southport celebrates our stakeholders and community partners at a special event called Celebration of Learning each year. During this time, stakeholders, community partners and local businesses are invited to showcase their business/service for our students and families. We have military, law enforcement, first responders, county organizations, and business owners come to celebrate with our students.

We invite our stakeholders to SAC and PTO meetings where we share information about the state of the school, needs, and celebrations. We are supported by many community partners and are blessed to have a true community school.

Throughout the school year, we partner with the following organizations:
Bay County Sheriff's Department, Lynn Haven Methodist Church, First United Methodist Church, Lynn Haven Elementary School, Stuff the Bus, Lucky Puppy Rescue, and several other small businesses.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
Total:			\$0.00