

Bay District Schools

Southport Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	13
III. Planning for Improvement	17
IV. ATSI, TSI and CSI Resource Review	28
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	29
VII. Budget to Support Areas of Focus	0

Southport Elementary School

1835 BRIDGE ST, Southport, FL 32409

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Harless, Todd	Principal	Mr. Harless is responsible to oversee day-to-day operations of the school, serve as an instructional leader, manage school logistics and budgets, monitor student growth and performance, adjust supports and services based on student needs, monitor teacher performance and provide guidance and support, ensure that the campus is safe and secure, build productive relationships with families, community members and other stakeholders
Stewart, Sharon	Assistant Principal	Assists the principal in the overall administration of the school and assumes leadership of the school in the absence of the principal, serves as an Instructional Leader; leads data driven discussions and planning, relates to students with mutual respect while carrying out a positive and effective discipline policy
Ramsey, Amanda	School Counselor	Consults, facilitates, and maintains communication with parents, teachers, administrators, and pertinent agents on specific student and parent academic and educational matters including academic modifications and/or accommodations, provides counseling to address social and emotional concerns and appropriately refers students to behavioral health specialists, communicates, coordinates, and collaborates with school staff in developing and implementing student supports
Anderson, Cayla	Other	Ms. Anderson is our Media Specialist and also provides services for our Gifted and Talented students. Ms. Anderson is the first person in line to triage any technological concerns that arise on campus. Ms. Anderson also plans school events which encourages community attendance.
Schulte, Holly	Other	Ms. Kent is our MTSS Interventionist and also is our Title 1 Coordinator. Ms. Kent develops plans and delivers instruction to our students on Tier 2 and Tier 3 academic plans. She also meets with parents to go over progress of students, and where they are with relationship towards their student specific goals and targets. Ms. Kent also is the school liason for the Title 1 mandates and information provided by the district.
Dutton, Jeannie	Teacher, K-12	Plan, prepare and deliver instructional activities to address state standards, Create positive educational climate, monitor student progress through formative and summative assessments, adjust instruction based on student need, collaborate with colleagues to plan instruction and interventions based on student data
Etheridge, Kristen	Teacher, ESE	Ms. Etheridge is responsible for planning, developing, delivering and evaluating appropriate individualized educational services, identify the needs of assigned students through formal and informal assessments, review student performance data and assessment data to develop appropriate goals and objectives for each student, collaborate with general education teachers to ensure all students receive standards based instruction.

Name	Position Title	Job Duties and Responsibilities
Gilder, Joan	SAC Member	
Lewis, Taylor	Teacher, K-12	Plan, prepare and deliver instructional activities to address state standards, Create positive educational climate, monitor student progress through formative and summative assessments, adjust instruction based on student need, collaborate with colleagues to plan instruction and interventions based on student data
Torres, Malia	Teacher, K-12	Plan, prepare and deliver instructional activities to address state standards, Create positive educational climate, monitor student progress through formative and summative assessments, adjust instruction based on student need, collaborate with colleagues to plan instruction and interventions based on student data
Reeder, Nancy	Teacher, K-12	Plan, prepare and deliver instructional activities to address state standards, Create positive educational climate, monitor student progress through formative and summative assessments, adjust instruction based on student need, collaborate with colleagues to plan instruction and interventions based on student data
Roberts, Amy	Teacher, K-12	Plan, prepare and deliver instructional activities to address state standards, Create positive educational climate, monitor student progress through formative and summative assessments, adjust instruction based on student need, collaborate with colleagues to plan instruction and interventions based on student data
Gesink, Emily	Teacher, K-12	Plan, prepare and deliver instructional activities to address state standards, Create positive educational climate, monitor student progress through formative and summative assessments, adjust instruction based on student need, collaborate with colleagues to plan instruction and interventions based on student data
Massey, Marsha	Teacher, K-12	Plan, prepare and deliver instructional activities to address state standards, Create positive educational climate, monitor student progress through formative and summative assessments, adjust instruction based on student need, collaborate with colleagues to plan instruction and interventions based on student data

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

In our capacity as the Leadership team, we undertook a comprehensive analysis of pertinent data, carefully extracting and disseminating salient information. Following a meticulous examination of the incoming scores, we took a moment to commemorate our achievements, while also turning our attention to identifying areas in which Southport could enhance its performance. This prompted us to assemble a preliminary blueprint, encompassing a tentative objective, which we intended to present before the esteemed school faculty during the forthcoming school inservice days.

Upon securing the endorsement and alignment of our esteemed educators, we proceeded to engage in the development of a detailed and nuanced plan. Throughout this process, we recognized the significance of continual assessment and introspection, which led us to convene multiple sessions devoted to monitoring and reflecting upon the evolving plan. These deliberations enabled us to gauge our progress thus far and facilitated valuable insights that further enriched our approach.

Subsequently, we embarked upon a campaign to garner participation in the School Advisory Council meeting, where the focal point was a comprehensive review of our School Improvement Plan. This collaborative session served as an avenue for the presentation of our plan to key stakeholders, thereby affording them the opportunity to contribute their perspectives and insights. The feedback received during this juncture was of paramount importance, as it provided us with an external vantage point that further refined our course of action.

Armed with this invaluable input, we returned to our deliberative process with a renewed sense of purpose. Drawing upon the collective wisdom of our stakeholders, we undertook the task of integrating the pertinent recommendations into our plan, ensuring that it resonated more harmoniously with the broader educational landscape. These refinements underscore our commitment to a well-rounded and inclusive strategy, reflective of the myriad voices that contribute to the educational journey at Southport.

In summation, our journey as a Leadership team has been characterized by a cycle of data-driven analysis, collaborative deliberation, and purposeful refinement. We acknowledge the indispensable role played by our dedicated educators and stakeholders in shaping our School Improvement Plan. Through the concerted efforts of all involved, we have honed our strategy to encompass a spectrum of perspectives, propelling us towards a future of enhanced scholastic excellence and holistic development at Southport.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

In the forthcoming academic year, a comprehensive review of the School Improvement Plan will be undertaken through a multifaceted approach. This process encompasses various strategies aimed at enhancing the educational landscape. One of the key mechanisms involves weekly gatherings of educators within Professional Learning Communities (PLCs). These meetings serve as platforms for meticulous examination of pertinent data, gauging student progress, and the formulation of captivating pedagogical strategies tailored to cater to the diverse array of learners populating our institution.

Within the confines of these PLC assemblies, the designated group leaders, along with the entire cadre of PLC participants, have been explicitly guided to align their discussions and deliberations with the core objectives outlined in the School Improvement Plan. This cohesive synergy between the instructional framework and the Plan ensures a symbiotic relationship, reinforcing our commitment to academic betterment.

Parallel to these engagements, the Leadership Team convenes to deliberate on matters intrinsic to our

pedagogical voyage. These deliberations continually loop back to the core tenets of the School Improvement Plan, serving as a compass to ascertain the congruence of our instructional practices with the pivotal foci we have discerned as integral.

A pivotal facet of our review process entails periodic School Advisory Council (SAC) assemblies, convened three to four times annually. Amidst the agenda items, a dedicated slot is reserved to deliberate on the trajectory of the School Improvement Plan. These deliberations serve a crucial informational role, providing stakeholders with insightful updates on the progression of our annual goals.

It is imperative to acknowledge that our School Improvement Plan remains a living document, poised to respond dynamically to shifts in empirical evidence and emerging educational dynamics. Subsequently, the Plan is poised for amendments in response to evolving data trends. Should the data indicate the emergence of hitherto unaddressed subgroups, arising from fluctuations in enrollment figures, appropriate adaptations to the Plan will be orchestrated. This responsiveness underscores our commitment to providing a tailored educational experience that mirrors the intricate fabric of our student demographics.

In summation, the forthcoming school year's review of the School Improvement Plan embodies a holistic and multi-tiered approach. Through regular PLC interactions, Leadership Team meetings, and SAC gatherings, we ensure a comprehensive evaluation of our instructional compass vis-à-vis the Plan's focal points. The iterative nature of this process, as informed by data fluctuations, reflects our unwavering dedication to the enhancement of academic rigor and inclusivity. As we embark upon this journey, we remain steadfast in our resolve to usher forth an educational milieu that resonates with our students' diverse needs and aspirations.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	11%
2022-23 Economically Disadvantaged (FRL) Rate	88%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: C

	2018-19: C 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	24	20	23	19	13	17	0	0	0	116	
One or more suspensions	1	9	8	8	8	11	0	0	0	45	
Course failure in English Language Arts (ELA)	0	2	3	0	0	1	0	0	0	6	
Course failure in Math	0	0	0	0	0	4	0	0	0	4	
Level 1 on statewide ELA assessment	0	0	0	0	6	7	0	0	0	13	
Level 1 on statewide Math assessment	0	0	0	0	4	16	0	0	0	20	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	4	5	2	2	11	0	0	0	25

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	3	6	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	22	28	9	18	9	18	0	0	0	104	
One or more suspensions	9	4	4	7	3	7	0	0	0	34	
Course failure in ELA	0	7	3	2	1	0	0	0	0	13	
Course failure in Math	0	1	1	1	1	3	0	0	0	7	
Level 1 on statewide ELA assessment	0	0	0	16	12	9	0	0	0	37	
Level 1 on statewide Math assessment	0	0	0	24	14	7	0	0	0	45	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	14	11	10	8	4	0	0	0	53	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	10	11	5	13	8	10	0	0	0	57

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	7	4	2	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	22	28	9	18	9	18	0	0	0	104	
One or more suspensions	9	4	4	7	3	7	0	0	0	34	
Course failure in ELA	0	7	3	2	1	0	0	0	0	13	
Course failure in Math	0	1	1	1	1	3	0	0	0	7	
Level 1 on statewide ELA assessment	0	0	0	16	12	9	0	0	0	37	
Level 1 on statewide Math assessment	0	0	0	24	14	7	0	0	0	45	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	14	11	10	8	4	0	0	0	53	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	10	11	5	13	8	10	0	0	0	57

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	7	4	2	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	60	47	53	54	51	56	55		
ELA Learning Gains				61			57		
ELA Lowest 25th Percentile				58			82		
Math Achievement*	60	50	59	60	48	50	50		
Math Learning Gains				85			64		
Math Lowest 25th Percentile				76			58		
Science Achievement*	55	48	54	55	50	59	54		
Social Studies Achievement*					54	64			
Middle School Acceleration					42	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress		56	59						

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	245
Total Components for the Federal Index	4
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	449
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	46			
ELL				
AMI				
ASN				
BLK				
HSP				
MUL	45			
PAC				
WHT	62			

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	50			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	53			
ELL				
AMI				
ASN				
BLK				
HSP	65			
MUL	39	Yes	1	
PAC				
WHT	65			
FRL	57			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	60			60			55					
SWD	44			39			41				4	
ELL												
AMI												
ASN												
BLK												
HSP												
MUL	45			45							2	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	62			61			56				4	
FRL	50			53			35				4	

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	54	61	58	60	85	76	55					
SWD	35	52	56	48	77	64	41					
ELL												
AMI												
ASN												
BLK												
HSP	60			70								
MUL	31			46								
PAC												
WHT	55	61	58	60	87	79	58					
FRL	42	58	50	47	83	74	44					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	55	57	82	50	64	58	54					
SWD	26	27		38	73		30					
ELL												
AMI												
ASN												
BLK												
HSP												
MUL	42			33								
PAC												
WHT	54	58		52	68	60	51					
FRL	40	43		35	52		42					

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	61%	52%	9%	54%	7%
04	2023 - Spring	66%	55%	11%	58%	8%
03	2023 - Spring	71%	47%	24%	50%	21%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	70%	54%	16%	59%	11%
04	2023 - Spring	60%	59%	1%	61%	-1%
05	2023 - Spring	65%	53%	12%	55%	10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	55%	49%	6%	51%	4%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Southport continues to grapple with educational disparities stemming from the disruptions brought about by the Covid pandemic, predominantly attributable to students missing several school days. As per proficiency metrics, the 5th-grade science domain consistently registers the lowest levels of proficiency, currently at 55%. This stands in contrast to the district average of 49% and the state average of 51%. This trend has remained constant over the past three years, with Southport maintaining a steady proficiency rate of 55% for 5th-grade science in both 2022 and 2023, showcasing an improvement from the 54% recorded in 2020-2021.

A significant development unfolded during the 2022-2023 academic year when the school administration

initiated a strategic shift in the curriculum. Specifically, the school transitioned from its previous exclusive focus on the arts to a more comprehensive STEAM (Science, Technology, Engineering, Arts, and Mathematics) curriculum. This transformation aimed to promote a well-rounded approach to education, placing a particular emphasis on integrating STEM disciplines with creative arts. The hope is that this initiative will lead to increased proficiency scores in both Science and Mathematics in the coming years.

Under the STEAM framework, students now have enhanced opportunities to develop their problem-solving skills and engage in hands-on science experiences. This innovative educational paradigm grants them access to a range of instructional resources and learning materials that were previously unavailable, exciting and engaging students. Consequently, students can explore the intersections between different disciplines, allowing them to grasp complex concepts more thoroughly and develop critical thinking skills that extend beyond traditional boundaries.

With the infusion of STEAM principles into the educational environment, Southport's educational system is primed for transformative growth. The integration of the arts with STEM subjects not only revitalizes the learning experience but also nurtures a fertile ground for cultivating skills that are increasingly relevant in our rapidly evolving global landscape. By aligning the curriculum with these contemporary educational paradigms, Southport aims to propel its students toward greater proficiency in Science and Mathematics, paving the way for academic excellence and holistic development.

In conclusion, the examination of proficiency data underscores the need for targeted intervention, especially in the realm of 5th-grade science. The adoption of a STEAM approach provides a promising avenue for raising proficiency rates in both Science and Mathematics. The school's unwavering commitment to providing a rich and innovative educational environment reflects a sincere effort to equip students with the skills and knowledge necessary to thrive in a dynamically changing world, ultimately addressing Southport's attendance concerns as well.

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

The sole instance of declining data compared to the previous year is related to the performance in 5th-grade Mathematics, which experienced a 6% decrease. This decline is evident in the numbers, moving from a 71% achievement rate to a 65% attainment level. Importantly, even with this decline, the percentage remains notably superior to both the statewide average of 51% and the district-wide mean of 49%.

It is worth noting that the 5th-grade cohort of the previous year presented a diverse range of academic profiles. Within this cohort, there was a significant presence of high-achieving students, alongside a substantial number of students categorized as "bubble" learners. Additionally, this specific cohort included a considerable proportion of Students With Disabilities (SWD). Impressively, many of these SWD students demonstrated remarkable progress and excelled academically. However, it is essential to acknowledge the existence of a smaller subset within this SWD group that positioned themselves on the cusp of Level 2 on the proficiency scale.

The contextual backdrop of the preceding year's 5th-grade cohort significantly contributes to the understanding of the nuanced performance metrics. The notable prevalence of high achievers and "bubble" students within the cohort illustrates the presence of students operating at varying levels of academic readiness. Additionally, the substantial representation of Students With Disabilities reflects the inclusive nature of the educational environment, where a significant portion displayed commendable advancements.

While the reduction in 5th-grade Math performance is a point of concern, it is imperative to view this

occurrence within the broader spectrum of achievements and challenges posed by the diverse student body. The slight regression does not overshadow the fact that the overall performance remains superior to both state and district averages. Furthermore, the presence of students at different points along the proficiency spectrum highlights the multifaceted nature of educational outcomes and underscores the need for tailored instructional strategies that cater to the distinct needs of various student groups.

In addition, it is important to mention that in the 5th grade, 17 students were absent for 10% or more of the year, while 11 students also faced 11 or more suspensions. These factors might have contributed to the 6% loss from the previous year's proficiency rate.

In conclusion, the decline in 5th-grade Math achievement from the previous year's cohort warrants attention, within the context of an educational landscape characterized by a varied student demographic. The impressive performance of high achievers, the advancement of many Students With Disabilities, and the coexistence of "bubble" students underscore the complexity of educational progress. While room for improvement remains, the overarching achievement levels maintain a commendable position in comparison to both state and district benchmarks. This assessment serves as a reminder of the dynamic nature of academic growth and the importance of tailored support to accommodate the diverse needs of students across the spectrum.

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

Southport's 3rd grade English Language Arts (ELA) performance in the 2022-2023 academic year revealed a remarkable positive gap, surpassing the state average by 21%. This accomplishment gains heightened significance when considering the substantial changes experienced by the 3rd-grade teaching team, which underwent nearly complete turnover in personnel. Despite the introduction of educators with one year or less of experience in teaching 3rd grade, the team showcased exceptional adaptability and resilience. Even amid the mid-year departure of a teacher for an entire class, the team effectively navigated challenges, resulting in an ELA performance that not only exceeded the state average but also soared well above the district average of 47%, reaching an impressive 71% for Southport.

The foundation of the 3rd grade team's strategy revolved around a commitment to data-driven instruction. This approach involved a systematic analysis of student performance data, enabling the team to identify specific areas of improvement required for individual students. By pinpointing these areas, the team could tailor their instructional methods to address each student's unique needs, thereby fostering more comprehensive growth.

Balancing the imperative of catering to students' specific learning requirements with the necessity of maintaining the pace of introducing new curricular material represented a significant challenge. Despite this challenge, the 3rd grade team skillfully managed this delicate equilibrium. This duality of objectives underscores the team's dedication to not only bridging existing gaps but also ensuring the consistent progression of students through the curriculum.

A pivotal tool in the 3rd grade team's instructional arsenal was the implementation of "Anchor time." This dedicated period allowed educators to allocate focused attention to students' individualized educational needs. By strategically leveraging available resources and personnel, the team was able to create targeted groups of students based on their performance data. This tactical grouping facilitated a more personalized approach to instruction, enhancing the team's ability to nurture student growth in specific areas of concern.

Furthermore, the 3rd grade team's dynamic and robust personalities proved instrumental in maintaining a positive and conducive learning environment. The team's ability to function effectively under the

circumstances of substantial personnel changes and the departure of a mid-year teacher underscores their cohesive collaboration and steadfast determination.

In conclusion, Southport's 3rd grade ELA scores revealed a significant deviation from the state average. The infusion of new teaching staff with limited experience in 3rd grade education for the 2022-2023 school year necessitated innovative instructional strategies. The 3rd grade team adeptly embraced data-driven instruction, aligning their efforts to address individual student needs while navigating the challenges of pacing and curriculum delivery. The introduction of Anchor time and strategic student grouping underscored the team's commitment to tailored education. Despite the formidable obstacles posed by personnel transitions and mid-year departures, the team's collective resilience and steadfastness fostered an environment conducive to student growth and academic progress.

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

The 3rd Grade English Language Arts (ELA) assessment scores have demonstrated a notable increase of 21% in comparison to the preceding academic year. This accomplishment stands as a testament to the unwavering dedication exhibited by the teaching faculty and staff who ardently invested their efforts in the progress of this specific cohort of students.

The educators exhibited profound diligence in their instructional pursuits, ensuring uniformity and consistency in the dissemination of education across all 3rd grade classrooms. Through meticulous planning and steadfast execution, teachers endeavored to guarantee equitable access to quality education for every student under their purview.

Throughout the academic year, educators embarked on a journey characterized by exceptional commitment. Employing innovative pedagogical approaches, they infused the learning environment with thematic elements that captivated students' interest and enthusiasm for acquiring knowledge. One notable example was the integration of a "boot camp" review strategy, ingeniously designed to kindle anticipation and eagerness for daily lessons. By avoiding the pitfalls of monotonous routine-driven instruction, teachers succeeded in crafting an atmosphere where learning was not merely a task, but an engaging and enjoyable endeavor.

Furthermore, the collaborative efforts between students, parents, and teachers significantly contributed to the students' achievements. The synergy formed through this triumvirate partnership was pivotal in reinforcing the foundation of success that had been meticulously laid out by the educators. This alliance underscored the significance of a holistic approach to education, where the commitment of all stakeholders was instrumental in fostering an optimal learning environment.

In conclusion, the remarkable 21% enhancement in 3rd Grade ELA scores stands as a testament to the indefatigable endeavors of the teaching faculty and staff. Their resolute dedication to cultivating a dynamic and engaging educational atmosphere, coupled with the unwavering support of parents, has culminated in this commendable achievement. This success serves as a testament to the profound impact that collaborative and innovative teaching methodologies, coupled with a robust partnership among students, parents, and teachers, can have on the educational landscape.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

During the academic year of 2022-2023, an evident rise in the incidence of students missing 10% or more days of school was observed at Southport. This increase is notable when comparing the figures from the preceding year; in 2021-2022, the number of such students stood at 104, while in 2022-2023, this number had escalated to 116. This trend raises concerns and warrants a closer examination of the underlying causes.

It is acknowledged that traumatic events can manifest in any school year, contributing to absenteeism and impacting student well-being. However, the 2022-2023 school year at Southport was characterized by a notable presence of students facing life-altering issues. The nature of these issues demands careful consideration and the provision of appropriate support mechanisms.

In parallel to the increase in absenteeism, Southport also experienced a discernible surge in the count of students receiving suspensions. A comparison of data between 2021-2022 and 2022-2023 reveals an increase from 34 to 45 suspended students. Of noteworthy concern is the mounting trend of behavioral issues within elementary schools across Bay County. Traditionally, students entering the lower grades arrived with prior exposure to foundational educational programs or an understanding of behavioral expectations. However, the landscape has shifted as the incoming cohorts of students have been directly affected by the disruptive repercussions of the COVID-19 pandemic.

An imperative factor contributing to this shift is the changed circumstances surrounding pre-kindergarten (Pre-K) programs and early education. The pandemic's impact is distinctly discernible in the enrollment patterns of our younger students. Many of the students now entering our lower grades have not had the opportunity to participate in preparatory programs due to the constraints imposed by the pandemic. Parents, harboring concerns for the well-being of their children, have often hesitated to send them to school, apprehensive of the close proximity to other students and teachers, thereby accentuating the social implications of the pandemic's aftermath.

This shift in enrollment and the resultant social ramifications of the pandemic's disruptive effects are becoming increasingly evident within our school and classroom environments. To comprehensively address this evolving scenario, it becomes imperative to adopt a multi-faceted approach. This includes not only bolstering support systems for students facing life-altering issues but also implementing targeted strategies to mitigate the surge in behavioral concerns. Moreover, recognizing the unique circumstances surrounding the students directly impacted by the pandemic and extending tailored interventions will be crucial in re-establishing a conducive learning atmosphere.

In conclusion, the trends of increased absenteeism and behavioral concerns during the 2022-2023 school year at Southport necessitate thorough analysis and a proactive response. Understanding the underlying causes, particularly the pandemic's enduring impact, and tailoring interventions accordingly will be instrumental in fostering a more resilient and supportive educational environment.

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

ELA maintain and increase proficiency
Math maintain and increase proficiency
Improve attendance data

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

A matter of significant concern for Southport is the challenge of sustaining proficiency scores in English Language Arts (ELA). With a proficiency level of 71% recorded for the 3rd graders during the 2022-2023 school year, there is a pressing need to identify opportunities for further learning gains. Maintaining a 71% proficiency level is inherently demanding for this grade level, making it vulnerable to potential setbacks in the upcoming academic year.

The 71% proficiency achieved by the 3rd graders in the last academic year, while commendable, raises questions about the sustainability of this level. Maintaining such a high level of proficiency in ELA is an ongoing challenge, as it requires continuous efforts to ensure that students remain on track with their reading and language skills.

One area of concern is the risk of proficiency loss in the following year. Achieving a 71% proficiency level is a noteworthy accomplishment, but it also implies that a substantial number of students are operating just below the proficient threshold. This makes them susceptible to slipping into the non-proficient category, which could result in a decrease in the overall proficiency rate.

To address these concerns, it is crucial to focus on identifying and implementing strategies for learning gains. This involves targeting specific areas where students may need additional support or enrichment. By doing so, Southport can work towards not only maintaining the 71% proficiency level but also striving to increase it over time.

In conclusion, maintaining a 71% proficiency level in ELA is a commendable achievement, but it comes with its set of challenges. Southport must be proactive in identifying opportunities for learning gains and preventing proficiency loss in the upcoming academic year. By promoting a culture of reading, Southport can work towards ensuring that its students continue to excel in English Language Arts.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Southport's objective is to sustain its A rating by maintaining or exceeding a 62% proficiency level in ELA among students as assessed by the FAST evaluation.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Student progress will be diligently tracked through a comprehensive approach encompassing teacher observation, formative and summative assessments, as well as diagnostic assessments and progress monitoring probes. In order to ensure a robust monitoring system, educators will convene weekly within Professional Learning Communities (PLCs) to engage in insightful discussions regarding student advancement and classroom data analysis. The assessment framework will further incorporate iReady Diagnostic assessments and Growth monitoring assessments, providing a multi-faceted perspective on student development. This rigorous monitoring strategy underscores our commitment to fostering a dynamic and evolving learning environment, where timely interventions can be tailored to individual needs. Through these concerted efforts, we aim to facilitate a holistic educational experience that supports and propels each student towards their fullest potential.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Bay County has embraced an endorsed English Language Arts (ELA) curriculum, HMH (Houghton Mifflin Harcourt), meticulously aligned with the latest FL BEST Standards. The monitoring of student advancement will also encompass iReady assessments, a valuable tool in this process. Through diagnostic evaluations, pertinent data will be gathered, facilitating the identification of students requiring supplementary assistance. Subsequently, personalized lessons tailored to address specific learning gaps will be assigned to these students. To gauge progress and ascertain requirements, students will engage in growth monitoring assessments, thereby ensuring a comprehensive evaluation mechanism. This integrated approach underscores our commitment to delivering a tailored and effective educational experience, ultimately nurturing each student's growth and potential.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Houghton Mifflin Harcourt's Into Reading serves as the foundational adopted instructional materials for K-5 English Language Arts within our educational framework. The series earned the endorsement of the Florida Department of Education (FLDOE), securing its position on the State Adopted List during the initial adoption and procurement phase. In the pursuit of enhanced pedagogy and enriched learning outcomes, our educators at BDS have seamlessly integrated explicit and direct instructional methodologies, underpinned by scaffolding techniques rooted in John Hattie's well-regarded research outlined in "Visible Learning" (2017). This strategic amalgamation underscores our commitment to delivering effective and evidence-based teaching strategies that facilitate comprehensive student engagement and growth.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will engage in virtual training videos hosted by district ELA Instructional Specialists, specifically tailored to the utilization of Houghton Mifflin Harcourt resources. This comprehensive training regimen will offer invaluable insights and guidance for the seamless integration of the curriculum. To ensure a continued and refined implementation, subsequent training sessions and relevant updates will be offered through a combination of virtual platforms and in-person interactions. By leveraging this multi-faceted approach to professional development, we aim to empower educators with the tools and strategies necessary to effectively navigate and maximize the potential of the instructional materials, ultimately enriching the learning experience for our students.

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

By When: May 2023

Periodic gatherings of our Professional Learning Community (PLC) will assemble teachers to collectively examine both formative and summative assessment data, as well as iReady diagnostic and growth monitoring data. These meetings will be thoughtfully overseen by administrators to guarantee the adherence to our curriculum and the provision of essential student support and tailored interventions that cater to our student body. In this structured platform, educators will work together to assess student progress, identify areas requiring focused attention, and collaboratively devise strategies to enhance instructional delivery, particularly for our multi-racial students who demonstrated lower performance on

assessments during the 2021-2022 academic year. The administrative guidance within these PLC sessions will reaffirm our dedication to upholding educational excellence and promoting the advancement of all our students, acknowledging the diverse nature of our student population.

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

By When: May 2023

In cases where a student does not exhibit the anticipated response to a meticulously executed reading intervention, characterized by both fidelity and the initial prescribed intensity (time and group size), the intervention approach and materials may be judiciously modified, contingent upon the analysis of individual student data. The essential step of diagnostic assessments will be undertaken to pinpoint specific areas of need, encompassing strengths and weaknesses. Grade level PLCs will convene with the MTSS Interventionist and Problem Solving Team monthly to meticulously review student data, gauging progress and scrutinizing intervention materials. This process aligns seamlessly with the Comprehensive Evidence-Based Reading Plan and the MTSS decision tree, replete with research-based and evidence-driven materials tailored for targeted interventions (Tier 2). Should student progress not manifest at this tier, responsive adjustments will be instituted, potentially encompassing variations in teacher-student ratio, intervention duration, intervention resources, and instructional strategies.

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

By When: May 2023

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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.

There, we sing patriotic songs honoring our country, celebrate students who are Captains of Character, and

recognize special moments, such as Patriot Day, Memorial Day, and Veterans 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 Data Night, 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 of Panama City and Local Food Banks, Student Council, PTO/SAC Meetings, Parent Teacher Conferences, Family Movie Nights, and Celebration of Learning).

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Southport will build a nurturing environment to encourage learning and growth. Our students are transient, and Southport teachers and staff aim to increase student well-being and personal self-worth. Southport will decrease by 25% the number of students with absences of 10% of the year or higher.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will collect sign-in sheets at all of our after-school events. This includes open houses, celebration of learning, mother/daughter, and father/son dinners.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Student, families, community members/businesses, school organizations, and staff are all valued stakeholders who promote a positive school culture and environment. Southport celebrates our stakeholders and community partners at an annual event called Celebration of Learning. During the event, stakeholders, community partners, and local businesses are invited to showcase their business/service for our students, staff, and families. We have military, law enforcement, first responders, County organizations

(Bay County Emergency Services, Bay County Mosquito Control, etc.), other schools in our area (Bozeman

High School Agriculture and Science Clubs, Mosley High School Volleyball and Dance, Mowat Middle School Cheerleaders, etc.), and local businesses come to celebrate and showcase with our students.

We invite our stakeholders to SAC/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.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Parent support shows a direct correlation to student achievement. Providing opportunities for parents to attend or view student performances or work will benefit the whole child.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In the context of academic achievement, it is noteworthy that the proficiency rate in 5th grade Mathematics experienced a reduction of 6% from the preceding academic year of 2021-2022, diminishing from a commendable 71% proficiency to a projected 65% proficiency rate for the forthcoming 2022-2023 school year. While this decline does indeed represent a decrease in the level of proficiency, it is crucial to underscore that the resulting proficiency rate continues to surpass both the district and state-level benchmarks for proficiency.

Upon conducting a more comprehensive examination of the data, it is revealed that the same cohort of students, during their 4th-grade academic year, attained a proficiency rate of 56%. This observation provides additional insight into the students' progression and underscores the notable progress achieved between their 4th and 5th-grade academic performances.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

During the 2023-2024 Southport Elementary will increase the 5th grade Math proficiency to 65% or higher. This would also increase the proficiency rate for this cohort from 60% in 2022-2023.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Southport will monitor this Area of Focus by assessments such as iReady, FAST Progress Monitoring during the 1st and 2nd assessment period, and by classroom/grade level common assessments. These will be documented in 5th grade PLC meeting minutes submitted weekly.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

A group of students has been identified within the bottom 35% of the class in both reading and math. Both teachers and administrators are cognizant of these students' performance and are undertaking measures to address their needs. These efforts involve organizing specialized focus sessions, referred to as "Anchor Groups," wherein educators and support personnel allocate students into smaller groups to target and improve specific deficient skills. This approach enables teachers to effectively address academic concerns through intensified instruction within a small group setting. Moreover, during the designated math block, instructors are mandated to deliver tailored, small-group instruction to cater to individualized learning levels. To facilitate these efforts, the implementation of the comprehensive Big Ideas Math Curriculum is employed, combining whole-group and small-group instructional methodologies.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In the realm of effective pedagogy, it is imperative that students encounter instructional approaches tailored to their present academic standing. Leveraging the efficacy of small group instruction, in conjunction with the endorsed math curriculum sanctioned by the Bay District Schools and the state of Florida, affords students the opportunity to engage with content commensurate with their designated grade level. Furthermore, this modality allows for the identification and subsequent addressing of any lingering disparities stemming from prior educational endeavors.

Through the strategic utilization of small group settings, educators are empowered to revisit and reinforce essential strategies and skills requisite for the augmentation of knowledge, ultimately culminating in a state of proficiency aligned with grade-level expectations. Such an approach not only serves to remediate any potential gaps in comprehension, but also facilitates the cultivation of a comprehensive and robust foundation, thereby enabling students to attain a heightened degree of scholastic achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will engage in virtual training sessions hosted by district Math Instructional Specialists, specifically tailored to the utilization of Big Ideas Math resources. This comprehensive training regimen will offer invaluable insights and guidance for the seamless integration of the curriculum. To ensure a continued and refined implementation, subsequent training sessions and relevant updates will be offered through a combination of videos posted on different platforms and in-person interactions. By leveraging this multi-faceted approach to professional development, we aim to empower educators with the tools and strategies necessary to effectively navigate and maximize the potential of the instructional materials, ultimately enriching the learning experience for our students.

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

By When: May 2024

Regularly scheduled Professional Learning Community (PLC) gatherings will convene teachers to collaboratively dissect formative and summative assessment data, in tandem with iReady diagnostic and growth monitoring data. These meetings will be thoughtfully overseen by administrators to uphold curriculum fidelity and guarantee the provision of essential student support and interventions. Through this structured forum, educators will collectively scrutinize student progress, identify areas warranting attention, and jointly strategize to optimize instructional delivery. The administrative guidance in these PLC sessions will fortify our commitment to maintaining educational excellence and facilitating targeted student advancement.

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

By When: May 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

In Bay District, we are a collaborative team. Together, the district office supports school leaders and staff members in developing spending plans that are directly aligned with their SIP goals. With the leadership of our Director of Federal Programs, the district monitors expenses bi-weekly and updates the financial spreadsheet. In an effort to be transparent, this spreadsheet is shared with stakeholders including district leaders, school

leaders, and pertinent school staff members. In the event there is a need to update or modify the plan based on a change in need, then the group collaborates to develop an amendment.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

School Improvement Plans are made publicly available via the Florida Department of Education, CIMS website: <https://www.floridacims.org/plans>. This link is available for parents and the community on the school's webpage (<https://southport.bay.k12.fl.us/>). The yearly BDS Title I Newsletter will provide the CIMS link to the SIP/SWP, which contains the UniSIG budget. The newsletter is translated into the language parents can understand and distributed to parents via PeachJar. Paper copies of the plan are provided upon request. Monthly newsletters from the principal, Facebook, ClassDojo, Peach Jar, Everbridge and Parent Portal are used to inform parents about the location of the SIP and/or updates to the plan and how it is disseminated (paper copy sent home, Facebook, Dojo, PeachJar, Everbridge, and/or Parent Portal). The SIP/SWP will be discussed at the Title I Annual Meeting and during SAC meetings. The SAC will progress monitor the implementation of the plan.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

With the input of parents, a Parent and Family Engagement Plan (PFEP) has been developed for the 23-24 school year and a summary of the PFEP is disseminated electronically to parents at the beginning of the year. The PFEP outlines the meetings, workshops, and communications planned to engage parents, build parents' capacity in order to be fully involved in their child's education, meet their child's needs, and increase academic achievement; which will fulfill the school's mission. It also outlines the training for teachers, administrators, and other staff to promote positive relationships with parents. The PFEP is available on the school's website at (<https://southport.bay.k12.fl.us/>) Parents are able to monitor their child's progress 24/7 using the Parent Portal. The following Title I expenditures will support the implementation of the PFEP:

- a parent liaison;
- materials for parents to work with their children at home;

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Over the course of recent years, Southport Elementary has ardently dedicated its efforts to the continual enhancement of student achievement, and its endeavors have been met with resounding success.

Throughout the academic year of 2022-2023, a series of deliberate and strategic measures were judiciously put into effect, with the overarching objective of not only upholding but surpassing the impressive strides of previous years.

At the forefront of these concerted initiatives lay a crucial emphasis on the cultivation and sustenance of positive and mutually beneficial interpersonal relationships. Educators within the Southport community committed themselves to the art of fostering genuine and meaningful associations, both with the students under their guidance and their equally vital partners – the parents. This collaborative approach was instrumental in establishing a robust foundation of support, essential for garnering buy-in for the future undertakings and progressive programs envisioned.

It is noteworthy that the attainment of trust and rapport with parents and students was pivotal in enabling a fluid exchange of invaluable insights. These insights, stemming from the amalgamation of pedagogical expertise and firsthand experiences, significantly informed the ongoing refinement of student instruction. This synergy of knowledge was seamlessly woven into the fabric of Southport's educational ethos, bolstering the quality of teaching and learning within its hallowed halls.

In the spirit of holistic educational advancement, Southport introduced an innovative pedagogical concept - the Boost Groups. These bespoke groups, carefully tailored to cater to the specific learning requirements of identified students, have seamlessly taken root within the institute's educational landscape. Distinguished faculty and staff members graciously assumed the mantle of leadership, diligently overseeing these groups to ensure their efficacy.

The commencement of each Boost Group cycle was characterized by a pivotal introductory meeting, carefully orchestrated to foster a sense of camaraderie and comfort among the participating students. These initial interactions laid the bedrock for a conducive learning environment, one where students felt empowered to engage earnestly with their studies. Significantly, the Boost Groups were conceived as forums of enjoyment and intellectual exploration, wherein students eagerly anticipated the collaborative sessions, reveling in the prospect of enriched learning experiences.

In summation, Southport Educational Institute's unwavering commitment to fostering positive relationships, coupled with its innovative pedagogical interventions such as Boost Groups, stands as a testament to its relentless pursuit of educational excellence. Through the cultivation of trust, the exchange of insights, and the creation of dynamic learning platforms, Southport continues to pave the way for students to thrive, thereby solidifying its reputation as a bastion of scholastic achievement.

We utilize rigorous instruction and productive PLCs to guide our faculty to help our students reach their achievement goals. Our job is to maintain instructional momentum and as such we use Title 1 funds to employ eleven classroom paraprofessionals and to provide instructional supplies to enhance and engage instruction. These resources allow us to focus on teaching quality curriculum and enhancing the quality of instruction by not only maintaining instructional momentum but also providing hands-on instruction and creating core memories for our students.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Title III, ESSER, Immigrant, and local funds are coordinated to provide office staff in the bilingual center who assist families new to the community with school registration; ESOL Resource Teachers who support teachers of ELL students; bilingual paraprofessionals who assist students in the classrooms; curriculum resources; supplies; and parent involvement resources for students to be successful.

Title II and local funds provide ongoing professional development for teachers and administrators to support the implementation of best practices for continuous improvement, ensure that instructional practices and strategies align with the rigorous state standards, and promote accelerated learning and differentiated instruction to meet students' individual needs. Funds provide opportunities for teachers to add endorsements for Autism, Reading, ESOL, and Gifted as well as obtaining certification for critical shortage areas. New teachers are provided sustained support from staff training specialists and content area instructional specialists to facilitate their development.

The State's mental health allocation is coordinated with ESSER/ARP funds to provide the school with a mental health team to provide equitable access to behavioral support services within the school, addressing barriers to academic and social success, while enhancing students' emotional development, well-being and safety through the multi-tiered systems of support within the school.

Title IX, Part A funds provide social workers, student support care managers, and intervention teachers to work with students who have been identified as homeless to remove barriers that prevent regular attendance, full participation, and academic success.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Southport Elementary employs a comprehensive array of strategies to ensure that students receive the essential support they require. The school's dedicated counselor maintains ongoing and open lines of communication with both teachers and parents, particularly those of students facing challenges. This collaborative approach facilitates the timely resolution of issues arising from complex circumstances outside the school environment. Through diligent effort, the school counselor cultivates enduring relationships with families, often investing substantial time and effort to establish a foundation of trust between them and the school community.

The establishment of trust with parents and the school is of paramount importance, particularly when dealing with intricate health and mental health concerns. Southport Elementary recognizes the significance of this trust in effectively addressing such challenging matters. To this end, the school counselor adeptly employs the Community of Care (COC) Referral system. This mechanism facilitates the provision of services either within the school setting or through external channels, thereby offering students access to vital individual or family counseling services.

Furthermore, Southport Elementary extends its commitment to student well-being by implementing teacher-based mentoring initiatives for those deemed at risk. During pre-planning phases, teachers are provided with a roster of identified students, encouraging them to establish meaningful connections. Willing teachers volunteer their time beyond the classroom to offer guidance and promote accountability among these students. An annual tradition, the family dinner and baseball field visit, fosters a more holistic understanding of students' lives beyond the classroom, promoting a stronger bond between teachers, staff, and their pupils.

Moreover, Southport Elementary collaborates with district-level mentoring services, exemplified by its partnership with Elevate Bay. This external mentorship resource bolsters the school's efforts in providing holistic support to students, complementing the internal strategies in place.

In sum, Southport Elementary's multifaceted approach underscores its unwavering commitment to ensuring that students receive the requisite services and guidance for their overall development. By fostering collaboration, trust, and mentorship, the school cultivates an environment where students' diverse needs are met comprehensively and effectively.

Southport students are provided wrap-around services to improve students' skills outside the academic subject areas. The guidance department works alongside a school-based team of mental health professionals, as well as outside mental health providers to ensure students' needs are met. The focus is to provide equitable access to behavioral support services within each school, addressing barriers to academic and social success, while enhancing students' emotional development, well-being, and safety through the multi-tiered systems of support within the school. Title I funds provide opportunities for summer planning for guidance to support these efforts.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Not Applicable

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Southport Elementary School places a strong emphasis on nurturing a profound sense of pride among its students, focusing on their overall development. The institution is dedicated to instilling core values and behavior expectations, evident in daily morning announcements where students joyfully recite the "Promise Song." This pledge reflects their commitment to nurturing control over their body, mind, and spirit, complemented by the "Power of 3" covenant – promises to school, family, and self. This fusion of ideals demonstrates the school's dedication to fostering strength in all aspects.

A key aspect of holistic development is the "Power of 3 Promise Poster" displayed in every classroom. This visual representation serves as a constant reminder of empowerment, self-discipline, and growth, highlighting the importance of mental, physical, and spiritual well-being.

For students facing challenges in upholding these promises, proactive support mechanisms are in place. Educators engage closely, providing reteaching opportunities to reinforce expected behavior. Parental involvement is crucial, with teachers collaborating through calls and conferences to create a unified support network, extending behavioral reinforcement from school to home.

The school's unique Triad Team comprises skilled coaches adept at reaching resistant students. They specialize in guiding those with intricate behavioral struggles, showcasing the school's proactive approach in addressing diverse challenges and leaving no student behind.

When consistent intervention is challenging, a gradual escalation of strategies is employed. Mentor coaches offer personalized guidance, progressing to structured interventions like Office Referral if needed. The Problem Solving team steps in after multiple referrals, evaluating situations and considering intervention plans, exemplifying the school's commitment to an inclusive learning environment.

In conclusion, Southport Elementary School is unwavering in its mission to cultivate pride, self-discipline, and resilience in students. From the daily Promise Song to collaborative teacher-parent efforts and specialized guidance from the Triad Team, the school empowers students academically and ethically.

This comprehensive support framework underscores its commitment to holistic student growth, paving the way for lifelong success.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

In Southport, a strong emphasis is placed on fostering a culture of continuous learning among both teachers and paraprofessionals. The expectation is that educators will remain committed to their professional development throughout their careers. This commitment is demonstrated through the utilization of diverse academic assessments, enabling informed decision-making by teachers based on data analysis.

During our District Inservice periods, a personalized approach to learning is adopted, allowing teachers to select their own development activities. These activities are aligned with individual interests and professional needs, promoting a more engaged and effective learning experience.

Furthermore, Southport is dedicated to providing ample opportunities for growth through Professional Learning Communities (PLCs). These communities encompass both vertical and horizontal subject area groups, as well as grade-level cohorts. Such arrangements facilitate meaningful discussions and exploration of topics that are directly relevant to educators. This collaborative approach not only enhances the educational experience but also provides crucial support to new teachers during their initial stages of induction.

To ensure a smooth transition for new teachers, Southport implements a mentorship program. New educators are paired with experienced mentors who serve as on-campus guides and sources of support. This mentorship fosters a nurturing environment and facilitates the integration of new teachers into the educational community.

In summary, Southport's commitment to lifelong learning is evident through its data-driven decision-making process, personalized professional development activities, and the establishment of collaborative Professional Learning Communities. This holistic approach empowers educators to continuously enhance their skills and knowledge, ultimately benefiting both the teachers and the students they serve.

Ongoing professional development is provided for teachers and administrators to support the implementation of best practices for continuous improvement, ensure that instructional practices and strategies align with the rigorous state standards, and promote accelerated learning and differentiated instruction to meet students' individual needs. Funds provide opportunities for teachers to add endorsements for Autism, Reading, ESOL, and Gifted as well as obtaining certification for critical shortage areas. New teachers are provided sustained support from staff training specialists and content area instructional specialists to facilitate their development. Title I funds support professional development by providing three grade chair supplements to support this area of focus.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

At Southport Elementary School, a steadfast commitment to fostering a strong sense of community and inclusivity is manifested through its deliberate efforts to engage Pre-K students in various schoolwide activities. This initiative is a testament to the school's dedication to nurturing a cohesive educational environment that begins with the youngest members of its student body.

Pre-K students at Southport Elementary are accorded the privilege of active participation and contribution to a spectrum of schoolwide events, embodying a progressive approach that transcends age

barriers. These young learners are seamlessly integrated into the fabric of the school community through their involvement in a diverse array of occasions, encompassing book fair events, welcome back activities, safety drills, flag-raising ceremonies, seasonal festivities, and the highly anticipated field day. This comprehensive engagement underscores the school's ethos of inclusiveness and its resolute commitment to nurturing a sense of belonging among its students.

Furthermore, Southport Elementary School recognizes the profound influence of parental involvement in enriching the educational journey of its students. As such, the institution diligently promotes and encourages parents to actively support their children by attending these events. By fostering a collaborative partnership between the school and parents, Southport Elementary ensures that each child's holistic development is nurtured, reaffirming the school's belief in the synergy of shared effort.

A pivotal culminating point in this journey is the graduation ceremony that marks the conclusion of the academic year. This ceremonial occasion serves as a significant bridge, ushering Pre-K students into the realm of full-fledged students and integral members of the Southport Elementary School community. As the Pre-K graduates step forward to receive their recognition, they are not only celebrated for their achievements but also welcomed into the next chapter of their educational expedition.

In essence, Southport Elementary School's endeavor to incorporate Pre-K students into the broader schoolwide community is a testament to its progressive and inclusive educational philosophy. By offering meaningful participation in a range of events and fostering parent-school collaboration, the institution not only nurtures the growth of these young minds but also lays a strong foundation for their enduring connection to the Southport Elementary community. Through this comprehensive approach, Southport Elementary exemplifies the transformative power of early engagement, embodying a commitment to holistic education that resonates throughout the entirety of a student's academic journey.