

Pinellas County Schools

Gulfport Montessori Elementary School



2020-21 Schoolwide Improvement Plan

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Gulfport Montessori Elementary School

2014 52ND ST S, Gulfport, FL 33707

<http://www.gulfport-es.pinellas.k12.fl.us>

Demographics

Principal: Ashlea Zeller

Start Date for this Principal: 7/13/2019

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: D (34%) 2017-18: D (37%) 2016-17: C (43%) 2015-16: D (39%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

Purpose and Outline of the SIP

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

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2014 52ND ST S, Gulfport, FL 33707

<http://www.gulfport-es.pinellas.k12.fl.us>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2019-20 Title I School</p> <p style="font-size: 1.2em;">Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 1.2em;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 1.2em;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 1.2em;">81%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	D	C

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SIP Authority

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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.

100% Success for All Scholars

Provide the school's vision statement.

High Expectations = High Performers

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Bryan, Wendy	Principal	Shaping a vision of academic success for all students. Create a school climate where all adults believe that students can and will learn. Cultivate leadership in others. Improve achievement by focusing on academic instruction. Manage people, data and processes. Build upon and expand our relationships in the community. Define the job of the assistant principal and the instructional leadership team. Hire selectively and provide high-quality training for aspiring leaders. Evaluating staff members and provide on-the-job support and feedback. Provide professional development, including mentoring, that responds to what the evaluations find for each individual.
Ku, Christen	Assistant Principal	
Klawiter, Jenna	Instructional Coach	
Papinchak, Kelley	Instructional Coach	<p>Conduct tiered content professional development.</p> <p>Designate and conduct PLCs for collaborative planning to: maximize the capacity of resources (Ready Curriculum), annotate lessons in preparation for misconceptions, assure target/task alignment, and inclusion of culturally relevant strategies</p> <p>Plan for and conduct quarterly TDEs to plan for standards-based, student-centered lessons with rigor; and reflection.</p> <p>Utilize data from multiple sources to provide equitable learning experiences for all students</p> <p>Provide teachers with real-time coaching.</p> <p>Designate and organize times to visit other teachers' classrooms to promote mathematical best practices (provide TDEs)</p> <p>Facilitate the building of capacity of math Teacher Leaders through MTLI (Math Teacher Leader Institute) and FCTM conference professional development.</p>
Cianfarani, Giuliana	Instructional Coach	
Petruccelli, Dayna	Instructional Coach	
Anthony, Annette	Instructional Coach	Provide Montessori coaching support for staff to include, training, materials, and correlation of the Montessori method to Florida standards. In addition, work with families, staff and Student Assignment department to ensure magnet procedures relating to enrollment, behavior and attendance are followed.

Demographic Information

Principal start date
 Saturday 7/13/2019, Ashlea Zeller

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.*

5

Total number of teacher positions allocated to the school

51

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: D (34%) 2017-18: D (37%) 2016-17: C (43%) 2015-16: D (39%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	114	123	118	134	118	105	0	0	0	0	0	0	0	712
Attendance below 90 percent	16	19	17	18	14	0	0	0	0	0	0	0	0	84
One or more suspensions	0	1	2	1	2	1	0	0	0	0	0	0	0	7
Course failure in ELA	0	21	13	29	22	29	0	0	0	0	0	0	0	114
Course failure in Math	0	27	16	9	19	7	0	0	0	0	0	0	0	78
Level 1 on 2019 statewide ELA assessment	0	0	0	0	36	38	0	0	0	0	0	0	0	74
Level 1 on 2019 statewide Math assessment	0	0	0	0	33	40	0	0	0	0	0	0	0	73

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

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

Date this data was collected or last updated

Friday 6/19/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	97	109	99	125	93	100	0	0	0	0	0	0	0	623
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	27	37	0	0	0	0	0	0	0	64

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	29	30	40	45	55	55	0	0	0	0	0	0	0	254

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	97	109	99	125	93	100	0	0	0	0	0	0	0	623
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	27	37	0	0	0	0	0	0	0	64

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	29	30	40	45	55	55	0	0	0	0	0	0	0	254

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	29%	54%	57%	34%	53%	55%
ELA Learning Gains	39%	59%	58%	45%	53%	57%
ELA Lowest 25th Percentile	27%	54%	53%	51%	47%	52%
Math Achievement	36%	61%	63%	39%	62%	61%
Math Learning Gains	42%	61%	62%	51%	61%	61%
Math Lowest 25th Percentile	43%	48%	51%	54%	48%	51%
Science Achievement	25%	53%	53%	28%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	32%	56%	-24%	58%	-26%
	2018	28%	53%	-25%	57%	-29%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	27%	56%	-29%	58%	-31%
	2018	26%	51%	-25%	56%	-30%
Same Grade Comparison		1%				
Cohort Comparison		-1%				
05	2019	28%	54%	-26%	56%	-28%
	2018	39%	50%	-11%	55%	-16%
Same Grade Comparison		-11%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	43%	62%	-19%	62%	-19%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	43%	62%	-19%	62%	-19%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	40%	64%	-24%	64%	-24%
	2018	34%	62%	-28%	62%	-28%
Same Grade Comparison		6%				
Cohort Comparison		-3%				
05	2019	24%	60%	-36%	60%	-36%
	2018	38%	61%	-23%	61%	-23%
Same Grade Comparison		-14%				
Cohort Comparison		-10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	27%	54%	-27%	53%	-26%
	2018	41%	57%	-16%	55%	-14%
Same Grade Comparison		-14%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	21	30	36	15	50	56	11				
ELL		50			90						
BLK	22	31	23	29	36	43	18				
HSP	50	47		59	71						
WHT	49	70		51	53		53				
FRL	26	36	23	31	37	44	23				

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		13	17	5	13	25	18				
BLK	18	28	29	30	42	41	16				
HSP	58	53		46	47		45				
WHT	59	53		60	59		65				
FRL	27	34	30	35	45	44	28				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	13	48	53	37	67	69	8				
BLK	18	34	45	28	41	43	15				
HSP	39	63		44	69						
WHT	64	63	55	58	65		64				
FRL	27	40	51	31	47	55	19				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	93
Total Points Earned for the Federal Index	334
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	78
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	29
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	31
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

Analysis

Data Reflection

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

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

Science showed the lowest performance due to lack of explicit vocabulary instruction. ELA showed the lowest performance due to lack of complex text delivery and rigorous tasks alignment to standards and complex text.

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

Science showed the greatest decline due to lack of explicit vocabulary instruction.

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.

Science showed the lowest performance due to lack of explicit vocabulary instruction. ELA showed the lowest performance due to lack of complex text delivery and rigorous tasks alignment to standards and complex text.

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

We did not show any improvements.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Black/African American students and ESE students had the greatest gap in their achievement scores compared to our white and Hispanic scholars.

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

1. ELA: teachers utilize complex text and rigorous tasks aligned to standards
2. Math: tasks are aligned to standards and students engage in problem solving strategies
3. Science: teachers will engage in explicit vocabulary instruction
4. L25 Math: identify and target L25 students with explicit instruction in core and small group
5. L25 ELA: identify and target L25 students with explicit instruction in core and small group

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to BRIDGING THE GAP

Area of Focus Description and Rationale:

BTG Eliminate the gap between the proficiency rates in ELA and Math on state and national assessments for black and non-black students.

EQUITY To address mindset shift for the adoption of equitable practice, we will participate in whole school equity centered PD.

ESSA Our current level of performance is 31%, as evidenced by ELA FSA. The probel is occurring because SWD needs to access the rigor of the standards.

BTG Eliminate the gap between the proficiency rates in ELA and Math on state and national assessments for black and non-black students.

Measurable Outcome:

EQUITY Our current data indicates an inequity as evidenced by 82% of our office referrals are African American students. The issue may be impacted by strengthening culturally relevant practices through sustained professional development. We will measure progress by recording the number of PD sessions and the number of teachers who attend PD.

ESSA Our current level of performance is 31%, as evidenced by ELA FSA. The probel is occurring because SWD needs to access the rigor of the standards.

Person responsible for monitoring outcome:

Christen Ku (kuc@pcsb.org)

Evidence-based Strategy:

Implement culturally relevant instructional practices in classrooms such as oral language and storytelling. Cooperative and small group settings, music and movement, morning meetings, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans in order to increase the percentage of proficient students.

Rationale for Evidence-based Strategy:

Gulfport Montessori Elementary is committed to culturally relevant curriculum, materials, and training in support of rigorous, engaging instruction in all classrooms. We will work with the Transformation Zone and District Equity Team.

Action Steps to Implement

1. Content professional development working with equity.
2. Designated PLC's for teachers to collaboratively plan.
3. Designated monthly PLC's to allow teachers to visit other classrooms with a purpose aligned to observing culturally relevant instruction.
4. Designated training with District Equity Team.
5. Align individual teacher's Deliberate Practice with professional development that addresses deficiencies identified by classroom data.

Person Responsible

Christen Ku (kuc@pcsb.org)

#2. Other specifically relating to Conditions for Learning

<p>Area of Focus Description and Rationale:</p>	<p>HEALTHY SCHOOLS Develop and sustain a healthy, respectful, caring and safe learning environment for students, staff, and community members.</p> <p>ATTENDANCE Our current level of performance is below the district expectation as evidenced by our data record system, FOCUS.</p> <p>FAMILY COMMUNITY ENGAGEMENT Our current level of parent engagement in school sponsored events is lower than 40% as measured by sign in sheets.</p>
<p>Measurable Outcome:</p>	<p>HEALTHY SCHOOLS We will engage in wellness efforts through the Alliance for Healthier Generation Schools Program.</p> <p>ATTENDANCE The number of absences will decrease by 10 percentage points as measured by FOCUS</p>
<p>Person responsible for monitoring outcome:</p>	<p>FAMILY COMMUNITY ENGAGEMENT the number of families participating in school sponsored events will increase to 50% as measured by parent sign in sheets during the 2020-2021 school year.</p> <p>Christen Ku (kuc@pcsb.org)</p>
<p>Evidence-based Strategy:</p>	<p>HEALTHY SCHOOLS We will increase the number of eligible assessment modules throughout the year and complete action plans for the Alliance for a Healthier Generation, Healthy School Program.</p> <p>ATTENDANCE The use of PBIS framework to change the focus of consequences for absences to positive reinforcement for attendance.</p> <p>FAMILY COMMUNITY ENGAGEMENT Implement school and family events in a systematic, integrated, sustained and meaningful approach that will engage parents and families, are linked to learning and celebrating family and school success.</p>
<p>Rationale for Evidence-based Strategy:</p>	<p>HEALTHY SCHOOLS Our assistant principal, cafeteria manager, physical education department, employee wellness champion, and district wellness consultant will work together to monitor assessments and promote our healthy schools program.</p> <p>ATTENDANCE Chronic absenteeism - defined by a student missing 15 or more days per school year-affects our school's overall academic achievement. These students are at a greater risk of not graduating. Beginning in elementary school, students missing two or more days per month end up missing about 10% of the year's instruction. Each absence puts them behind their peers, especially in the area of literacy. Students who read at grade level by the end of the third grade year are three to four times more likely to graduate high school.</p> <p>FAMILY COMMUNITY ENGAGEMENT Gulfport Montessori believes that effective family engagement is grounded in partnership of shared responsibility among families, community organizations and schools and that it</p>

occurs across multiple settings and contexts in which children can learn and families can connect.

Action Steps to Implement

HEALTHY SCHOOLS

1. Offer healthy breakfast and lunch to all students.
2. Complete Healthy Schools Program Assessment
3. Offer 150 minutes of physical education weekly
4. Provide 20 minutes of recess daily
5. Provide professional development and other health related activities for the staff.

ATTENDANCE

1. Embed attendance in our school-wide PBIS system.
2. Reinforce attendance with monthly ice cream from cafe.
3. Child Study Team will monitor and intervene early.
4. Social worker will provide support to families that have attendance concerns.
5. Student recognition for attendance with monthly award.

FAMILY COMMUNITY ENGAGEMENT

1. Develop a community relations program that includes volunteers, businesses, parents and other agencies to increase the capacity of our school to engage with our community.
2. Actively encourage and facilitate family participation in school events by developing activities that engage students, parents and school personnel in joint activities that are tied to learning.
3. Increase awareness of education by providing academic tools to families in support of their students' achievement at home, helping parents build a culture of high expectations.
4. Create a welcoming school environment that respects and celebrates language and cultural diversity and display student work throughout the building and ensure families receive written communication in the home language they speak or provide translation services.
5. Regularly solicit parent feedback and input on school activities and events. Encourage parents with leadership opportunities to be parent representatives on school leadership teams by making personal connections.

Person Responsible Christen Ku (kuc@pcsb.org)

#3. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus ELA Our current level of ELA proficiency is 29% as evidenced by 18-19 FSA results. The problem exists because our students struggle with complex text and rigorous task alignment. This may also be impacted by the alternate learning setting determined by Covid 19.

Description and Rationale: MATH Our current level of Math proficiency is 42% and L25 Learning Gains is 42% as evidenced by 18-19 FSA results. This may also be impacted by the alternate learning setting determined by Covid 19.

SCIENCE Our current level of Science proficiency is 25% as evidenced by the 18-19 Science SAA.

ELA We will increase our ELA proficiency from 30% to 40% and increase our L25% ELA Learning Gains from 36% to 50% in 5th grade.

Measurable Outcome: MATH We will increase our Math proficiency from 42% to 52% and our L25% Learning Gains from 42% to 52%.

SCIENCE We will increase our Science proficiency from 25% to 40% as measured by the FCAT SSA in May 2021.

Person responsible for monitoring outcome: Wendy Bryan (bryanw@pcsb.org)

Evidence-based Strategy: Facilitate focused, consistent and sustained professional development with a focus on standards-based instruction, target and task alignment, and the shifts. Utilize multiple forms of assessment to inform instruction and allow students students to represent and share their thinking in multiple ways. Use student work to guide analysis of student learning in grade level PLC's.

Rationale for Evidence-based Strategy: ELA 71% of students are not achieving mastery through core instruction. ELA planning will be focused on student-centered instruction, complex text and rigorous task alignment, including culturally relevant teaching strategies.

MATH According to the Math FSA, our current level of Math proficiency is 42% and L25 Learning Gains is 42%.

The rationale for the strategy is SSA assessment; 25% proficiency.

Action Steps to Implement

1. Collaboratively plan with grade level teams focusing on strengthening core instruction to the rigor of the standard.
2. Administration and Coaches will lead PLC's focused on diving deeper into data and using data to inform instruction.
3. Curriculum in grades 3 - 5 will be using the Decks that have been provided for TZ schools.
4. Grades K - 2 will continue to use the Modules to drive their instruction.
5. Administration and Coaches will conduct walk-throughs to ensure the work that is being completed during collaborative planning is being implemented to the rigor of the standard.

Person Responsible Christen Ku (kuc@pcsb.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

- 1. Within the curriculum, identify high interest text for a given grade level, the aspects of complexity that would make texts difficult for students, and the quality of text driven, standards-aligned, text dependent questions (TDQ). Teachers sequence complex text to build knowledge of a topic, as well as, sequence TDQs to increase comprehension of a single text. Planning with adherence to the three shifts in ELA.**
- 2. Professional development is provided by the ELA coach in creating rigorous tasks that align to the standard, using complex text and TDQs, and providing strategies/technique to monitor and adjust instruction based on student evidence.**
- 3. Reading Coach will meet weekly with ELA teachers from each grade level to review complex text using ANet's complexity rubric. Text-dependent questions and written responses to reading will be designed accordingly.**
- 4. ANET will participate in planning and PLC's.**

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 ensuring all stakeholders are involved.

Gulfport Elementary will start the year with a family invite to Meet and Greet on August 11th. We will host at least one monthly parent event (curriculum support, performance or family fun event).

We communicate with families daily through class DOJO, agenda books and weekly phone calls that includes school information for the coming week, our GME PTA Facebook page and our website.

We also have our Title I Annual Meeting in which we share our Title I plan and resources. This will include our Title I Compact with expectations for students as well as what support teachers will do to help all their students succeed.

PBIS strategies

1. Behavior coaching for teachers. Each teacher will receive a tier level (1-3) for level of coaching support.
2. Collect and disaggregate behavior data to drive proper decision-making
3. Acknowledge and reinforce positive behaviors
4. Maintain consistent consequences for problematic behaviors
5. Set clear social/emotional expectations

In turn with time, students will exhibit P.R.I.D.E.
 P--Persevere
 R--Respect themselves and others
 I--Improve every day
 D--Do their best
 E--Exhibit self-control

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Other: BRIDGING THE GAP				\$0.00
2	III.A.	Areas of Focus: Other: Conditions for Learning				\$52,184.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	1691 - Gulfport Montessori Elem Schl	UniSIG	0.5	\$25,099.56
			<i>Notes: Continuing Base Salary for 1 Classroom Teacher for Intervention (Science Lab) at .5% - Dayna Petruccelli</i>			
	5100	210-Retirement	1691 - Gulfport Montessori Elem Schl	UniSIG	0.0	\$2,509.96
			<i>Notes: Continuing Retirement Benefits for 1 Classroom Teacher for Intervention (Science Lab) at .5%</i>			
	5100	220-Social Security	1691 - Gulfport Montessori Elem Schl	UniSIG	0.0	\$1,556.17
			<i>Notes: Continuing Social Security Benefits for 1 Classroom Teacher for Intervention (Science Lab) at .5%</i>			
	5100	220-Social Security	1691 - Gulfport Montessori Elem Schl	UniSIG	0.0	\$363.93
			<i>Notes: Continuing Medicare Benefits for 1 Classroom Teacher for Intervention (Science Lab) at .5%</i>			
	5100	230-Group Insurance	1691 - Gulfport Montessori Elem Schl	UniSIG	0.0	\$9,767.00
			<i>Notes: Continuing Health and Life Group Insurance Benefits for 1 Classroom Teacher for Intervention (Science Lab) at .5%</i>			
	5100	369-Technology-Related Rentals	1691 - Gulfport Montessori Elem Schl	UniSIG	0.0	\$2,000.00
			<i>Notes: McCarthy Math 1-5-5 Intervention ALL ACCESS PASS (1 YR) Grades 3rd thru 5th - Interactive video math intervention program designed focus around the Florida Math Standards for 3rd - 5th grade scholars. 155 days of math instruction deliver by an highly effective teacher/coach with a proven track record of success. Teachers are able to interact with the videos in their class. Materials and formative assessments are included to help remediated throughout the program.</i>			
	5100	369-Technology-Related Rentals	1691 - Gulfport Montessori Elem Schl	UniSIG	0.0	\$616.00

			<p><i>Notes: "Study Island License for 5th Grade (115 students) (\$5.50 per students) Study Islands is an online assessment and instruction program that helps teachers provide all students a path to proficiency and growth in science. Scholars will participate in engaging on-line lessons and assessments, Staff and Scholars will track data, adjust lessons and provide intervention opportunities connected to standards. Study Island Access- Provide on-line platform is Science - State standards-aligned programs to drive proficiency High-stakes assessment preparation Customizable classroom assessments and flexible practice Real-time progress monitoring to track student outcome Provide Teachers will resources that connect student performance to needs to close achievement gaps. "</i></p>			
	5100	510-Supplies	1691 - Gulfport Montessori Elem Schl	UniSIG	0.0	\$4,311.38
			<p><i>Notes: Necessary student supplies for AVID Initiative and for purchasing ELA and Math-focused instructional supplies and materials, such as culturally responsive literature for students, additional math curriculum resources. Provide scholars with the necessary materials for their AVID binders, notebooks and folders for organization. The scholars will each have a data folder to track their data. Color coded pocket folders and spiral notebooks, sticky notes, plastic sleeves, copy paper, and 2" or 3"? binders, color-coded spiral and composition notebooks, and 2-pocket prong folders.</i></p>			
	5100	610-Library Books	1691 - Gulfport Montessori Elem Schl	UniSIG	0.0	\$5,960.00
			<p><i>Notes: "LAFS Phonics: Scholars in Grade 2-5 will have access to rigorous consumables texts from Curriculum and Associates LAFS books. These texts also align with the iReady Web Based program. Builds Literacy Program rooted in the three main Instructional Core Shift: Regular practice with complex texts and their academic language, grounded in evidence from texts, both literary and informational and Building knowledge through content-rich nonfiction Grade 2 - 108 texts @ \$13 = \$1404 Grade 3 - 108 texts @ \$13 = \$1404 Grade 4 - 132 texts @ \$13 = \$1716 Grade 5 - 110 texts @ \$13 = \$1430</i></p>			
3	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$210,193.50
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	130-Other Certified Instructional Personnel	1691 - Gulfport Montessori Elem Schl	UniSIG	2.0	\$98,257.00
			<p><i>Notes: Continuing Base Salary for 2 Reading/Literacy Coach at 100% each - Guilana Cianfarani & Kelley Papinchak.</i></p>			
	6400	210-Retirement	1691 - Gulfport Montessori Elem Schl	UniSIG	0.0	\$9,825.70
			<p><i>Notes: Continuing Retirement Benefits for 2 Reading/Literacy Coach at 100% each</i></p>			
	6400	220-Social Security	1691 - Gulfport Montessori Elem Schl	UniSIG	0.0	\$6,091.93
			<p><i>Notes: Continuing Social Security Benefits for 2 Reading/Literacy Coach at 100% each</i></p>			
	6400	220-Social Security	1691 - Gulfport Montessori Elem Schl	UniSIG	0.0	\$1,424.73
			<p><i>Notes: Continuing Medicare Benefits for 2 Reading/Literacy Coach at 100% each</i></p>			
	6400	230-Group Insurance	1691 - Gulfport Montessori Elem Schl	UniSIG	0.0	\$17,600.00
			<p><i>Notes: Continuing Health and Life Group Insurance Benefits for 2 Reading/Literacy Coach at 100% each</i></p>			
	6400	130-Other Certified Instructional Personnel	1691 - Gulfport Montessori Elem Schl	UniSIG	0.5	\$25,099.56
			<p><i>Notes: Continuing Base Salary for 1 Instructional Staff Developer (Science at .5%) - Dayna Petruccelli</i></p>			
	6400	210-Retirement	1691 - Gulfport Montessori Elem Schl	UniSIG	0.0	\$2,509.96

			<i>Notes: Continuing Retirement Benefits for 1 Instructional Staff Developer (Science at .5%)</i>		
6400	220-Social Security	1691 - Gulfport Montessori Elem Schl	UniSIG	0.0	\$1,556.17
			<i>Notes: Continuing Social Security Benefits for 1 Instructional Staff Developer(Science at .5%)</i>		
6400	210-Retirement	1691 - Gulfport Montessori Elem Schl	UniSIG	0.0	\$363.93
			<i>Notes: Continuing Medicare Benefits for 1 Instructional Staff Developer(Science at .5%)</i>		
6400	230-Group Insurance	1691 - Gulfport Montessori Elem Schl	UniSIG	0.0	\$9,767.00
			<i>Notes: Continuing Health and Life Group Insurance Benefits for 1 Instructional Staff Developer (Science at .5%)</i>		
6400	130-Other Certified Instructional Personnel	1691 - Gulfport Montessori Elem Schl	UniSIG	0.5	\$23,627.30
			<i>Notes: Continuing Base Salary for 1 Instructional Staff Developer (Math at .5%) - Jenna Klawiter is now in the new position because Erin Macking is no longer with the school.</i>		
6400	210-Retirement	1691 - Gulfport Montessori Elem Schl	UniSIG	0.0	\$2,362.73
			<i>Notes: Continuing Retirement Benefits for 1 Instructional Staff Developer (Math at .5%)</i>		
6400	230-Group Insurance	1691 - Gulfport Montessori Elem Schl	UniSIG	0.0	\$1,464.89
			<i>Notes: Continuing Social Security Benefits for 1 Instructional Staff Developer (Math at .5%)</i>		
6400	230-Group Insurance	1691 - Gulfport Montessori Elem Schl	UniSIG	0.0	\$342.60
			<i>Notes: Continuing Medicare Benefits for 1 Instructional Staff Developer (Math at .5%)</i>		
6400	230-Group Insurance	1691 - Gulfport Montessori Elem Schl	UniSIG	0.0	\$4,400.00
			<i>Notes: Continuing Health and Life Group Insurance Benefits for 1 Instructional Staff Developer (Math at .5%)</i>		
6400	330-Travel	1691 - Gulfport Montessori Elem Schl	UniSIG	0.0	\$5,500.00
			<i>Notes: "Harvard Turnaround School Leaders(Harvard Data Wise date has passed) estimated cost for the Principal Registration per person:\$3,675.00 Airline Fare per person:\$500.00 Hotel per person:\$1,200.00 Food Allotment:\$125.00 "</i>		
Total:					\$262,627.50