

Pinellas County Schools

Gulfport Montessori Elementary School



2021-22 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: 7/1/2001

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	82%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	D

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SIP Authority

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

Purpose and Outline of the SIP

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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.

At Gulfport Montessori Elementary, we strive to provide a safe and positive learning environment that focuses on collaboration, standards task alignment and success for all students.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Ku, Christen	Assistant Principal	<p>The Assistant Principal is an instructional and operational leader. She will collaborate with the Principal and other leadership team members to ensure that our school wide vision remains the focus for the school year. The Assistant Principal will lead and inspire our teaching staff to use best teaching practices, positive behavior strategies and effective interventions that lead to scholar academic growth.</p> <p>Responsibilities include:</p> <ul style="list-style-type: none"> - PBIS Coordinator - SAC Member - Learning Specialist - Testing Coordinator - Safety Supervisor - PLC Facilitator - Assessment Scheduler
Anthony, Annette	Magnet Coordinator	<p>The Magnet Coordinator will oversee the daily operation of the Montessori magnet program at Gulfport Montessori Elementary. Her duties will include training of teachers and support staff to promote the Montessori way, support the use of materials within the Montessori classroom, and work alongside student assignment to ensure the Montessori Magnet program scholars meet the attendance, behavior and academic requirements. This role will also focus on the partnership between school and family to promote success for all students.</p>
Khoury, Barbara	Instructional Coach	<p>MTSS Coach in charge scheduling and maintaining records of tiered instruction being delivered both within the classroom and out side of the classroom. Coordinating the hourly teaching partners to provide tiered instruction for students grade K - 5. Interventions include Nemours, LLI, JRGR, Footprints, Repeated Reading, ORF, NWF, using AIMS web as formative assessment.</p>
Petrucelli, Dayna	Science Coach	<p>Instructional coaches at Gulfport Montessori Elementary will serve an integral role in the success of both staff and scholars. The work of the science instructional coach will include:</p> <ul style="list-style-type: none"> - Tiered content professional development - facilitate collaborative planning to ensure rigorous standards aligned resources are implemented - coteaching support to address implementation of the DECKS - provide coaching feedback for reflective teacher conversations - promote scientific best practices - plan and meet with the Assistant Principal and Principal to align coaching support - review of Science diagnostic and benchmark assessments on Big Ideas in the area of science
Zeller, Ashlea	Principal	<p>As the instructional and operational leader, the Principal oversees the daily operation of the school. Other duties include hiring and retention of</p>

Name	Position Title	Job Duties and Responsibilities
		<p>teachers., promoting a positive school culture and climate for all staff and students and ensuring best teaching practices are known and used for improvement of student achievement.</p> <p>The Principal will lead and collaborate with instructional leadership team members to address student and staff needs and ensure implementation of all educational initiatives.</p> <ul style="list-style-type: none"> - SAC Member - Facilitator of PLC - Instructional Leader of PD - Data Review of Student Performance - Oversee Operation and Campus Safety

Demographic Information

Principal start date

Sunday 7/1/2001, 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

47

Total number of students enrolled at the school

540

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

6

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

5

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	62	82	84	93	87	90	0	0	0	0	0	0	0	498
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	

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	2	2	11	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 7/20/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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	

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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	

Part II: Needs Assessment/Analysis**School Data Review**

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				29%	54%	57%	31%	50%	56%
ELA Learning Gains				39%	59%	58%	37%	47%	55%
ELA Lowest 25th Percentile				27%	54%	53%	28%	40%	48%
Math Achievement				36%	61%	63%	38%	61%	62%
Math Learning Gains				42%	61%	62%	46%	56%	59%
Math Lowest 25th Percentile				43%	48%	51%	43%	42%	47%
Science Achievement				25%	53%	53%	39%	57%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	32%	56%	-24%	58%	-26%
Cohort Comparison						
04	2021					
	2019	27%	56%	-29%	58%	-31%
Cohort Comparison		-32%				
05	2021					
	2019	28%	54%	-26%	56%	-28%
Cohort Comparison		-27%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	43%	62%	-19%	62%	-19%
Cohort Comparison						
04	2021					
	2019	40%	64%	-24%	64%	-24%
Cohort Comparison		-43%				
05	2021					
	2019	24%	60%	-36%	60%	-36%
Cohort Comparison		-40%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	27%	54%	-27%	53%	-26%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The below data was derived from the MAP for the 2020-2021 school year in ELA and Math. The proficiency data for science was gathered from the Science Diagnostic.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37	28	27
	Economically Disadvantaged	29	19	22
	Students With Disabilities	1	2	1
	English Language Learners	1	0	1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34	26	26
	Economically Disadvantaged	27	22	21
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40	36	29
	Economically Disadvantaged	24	22	19
	Students With Disabilities	2	4	3
	English Language Learners			0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21	20	13
	Economically Disadvantaged	12	11	9
	Students With Disabilities	3	3	3
	English Language Learners			0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37	44	4
	Economically Disadvantaged	26	30	1
	Students With Disabilities	1	1	0
	English Language Learners	1	1	1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23	32	24
	Economically Disadvantaged	18	25	14
	Students With Disabilities	1	2	1
	English Language Learners	0	0	1
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24	31	
	Economically Disadvantaged	13	19	
	Students With Disabilities	0	0	
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17	27	24
	Economically Disadvantaged	16	15	16
	Students With Disabilities	1	8	3
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22	36	
	Economically Disadvantaged	15	28	
	Students With Disabilities	1	2	
	English Language Learners	0	1	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23	24	26
	Economically Disadvantaged	15	18	18
	Students With Disabilities	1	3	4
	English Language Learners	0	2	2
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	13	39	
	Economically Disadvantaged	12	29	
	Students With Disabilities	1	4	
	English Language Learners	0	1	

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	19			12	10		20				
BLK	20	23	27	26	33	20	20				
HSP	41			53							
WHT	64	55		55	60		72				
FRL	32	37	38	31	36	19	31				
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				

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
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				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	34
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	237
Total Components for the Federal Index	7
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	15
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	24
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

According to the progress monitoring data from the 20-21 school year, GME scholars performed at higher proficiency rates in Winter than in Spring. Other trends that are noticed throughout the grade levels is the subgroup of students with disabilities are still not meeting grade level expectations for proficiency.

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

When reviewing the progress monitoring data, mathematics proficiency numbers are below the desirable outcome of 41% or higher.

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

Contributing factors for the lack of students meeting grade level expectations in the area of math are due to limited opportunities for students to interact with rigorous grade level aligned tasks. Inexperienced teacher knowledge of the standards and the use of standards aligned resources are also a contributing factor. Moving forward, teachers will participate in collaborative planning with instructional coaches to review grade level standards, mathematical practices and real world applications that are directly related to item specifications. Teachers will also receive professional development and specific observation feedback about their practice in regards to student engagement and opportunities for all.

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

Data components that showed growth during 20-21 was in the area of ELA for 3rd and 5th grade scholars. 5th grade scholars also showed growth in Science during the winter diagnostic.

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

During the 2020-2021 school year, teachers collaborating with coaching support was one of the contributing facts for success in that content area. Teachers would meet weekly with on-site coaches to discuss standards and questioning strategies. Teachers would work through misconceptions and prepare lessons for discussion to demonstrate a scholars understanding of the standard and its' complexity. Teachers then had the chance to review student data to see how instructional decisions correlated with student achievement.

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

In order to accelerate learning, teachers at GMES will incorporate high yield teaching strategies as well as explicit instruction. Students will be given multiple opportunities to work with grade level text and rigorous tasks that challenge their understanding and mastery of standards. Specific programs like Accelerate Reader, iReady and others will be monitored to ensure fidelity within the program.

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

At GMES, teachers will participate in afternoon collaborative planning sessions lead by coaches and administrators to deepen the understanding of the standards and tasks by teachers. Appropriate grade level text will be reviewed and question stems and practice opportunities will be shared to increase the number of students who are then able to master that standard. Professional development will also take place with the BEST standards, SEL curriculum to encourage a safe and positive learning environment and use of the computer program iREady to monitor students diagnostic and mid-year growth.

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

To sustain student achievement at GMES, teacher effectiveness will continue to be our area of focus. We will continue to lead with an instructional lens on raising student achievement. As the instructional leaders, administrators and coaches will continue to facilitate teachers learning in collaborative planning. During this planning time, teachers will enhance their understanding of the standards and cognitive complexities, plan and implement high yield strategies that promote student discussion and engagement and reflect on student achievement through formative and summative data points. Differentiation of instruction will be an area of growth for teachers as we continue to promote mastery of standards at each grade level. Administration will observe teaching and provide feedback on instructional practices and student outcomes during real time teaching and planning sessions. Teachers will also gain feedback through coaching sessions and collaborative planning after school hours. Program use will be reviewed consistently and teachers and staff will have the chance to review student progress with instructional leaders and their students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus Description and Rationale:**

Description of Area of Focus: Instructional Practice specifically relating to standards-aligned instruction will focus on supporting teachers with research-based practices that follow state adopted standards within the specific content area.

Rational for Area of Focus: Standards-based data (FSA, common assessments, walkthrough data, etc.) collected from 2020-2021 school year showed students performing below grade level in Math with a lack of consistency in tasks aligned to grade-appropriate standards. Students are not provided with consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support learning.

Walkthrough data collected from 2020-2021 showed that 50% of teachers were providing grade-appropriate standards-aligned tasks. Math proficiency – 38%

Measurable Outcome:

By October 2021, at least 80% of teachers will provide opportunities for students to engage in standards-aligned tasks according to learning walk data. By December 2021, 100% of teachers will provide opportunities for students to engage in standards-aligned tasks.

Monitoring:

Common assessment data (MAP data) in Math and Science will show 50% of students performing at or above proficiency.

Person responsible for monitoring outcome:

Christen Ku (kuc@pcsb.org)

Evidence-based Strategy:

Evidence-based Strategy- Professional Learning Communities (PLC) Professional learning communities will focus on standards-based planning, student work analysis protocol, development of common assessments, and analyzing data. :

1. What is it we want our students to learn?
2. How will we know if each student has learned it?
3. How will we respond when some student do not learn it?
4. How can we extend and enrich the learning for students who have demonstrated proficiency?

The school based leadership team will create a PLC protocol for grade level teams to discuss the above questions and make instructional decisions to best support scholar achievement.

Rationale for Evidence-based Strategy:

Rationale for Evidence-based Strategy: In order to provide students opportunities to engage in grade appropriate standards-based tasks teachers will be supported through a structure for professional learning communities focused on effective teaching methods for learning.

Action Steps to Implement

1. Establish structures and Expectations for PLC's
 - Review and adjust master schedule to ensure common planning times for grade level content areas
 - Establish the structure and expectations of content PLC's
 - Leadership Teams create a protocol for the cycle within PLC's for each content area by August 1st.
 - Administrators clearly communicate to teachers the way of work for the PLC's.
 - Content teams will collectively develop expectations before, during and after PLC's.
 - Content teams will define roles and responsibilities of team member

(teachers, coaches, admin)

Monitoring: Admin will collect and monitor protocols, expectations, roles and responsibilities of PLC's:
Admin will attend PLC's to monitor implementation.

Person Responsible Ashlea Zeller (zellera@pcsb.org)

2. Building Capacity of Teachers

- Leadership team will develop criteria for look for specifically around standards aligned instruction
- Leadership team will walk classrooms to collect data on implementation of instruction planned during PLC's and student learning outcomes.
- Tread data will be communicated to teachers by administration
- Individual feedback will be communicated to teachers by administration and coaches
- Leadership team will use walkthrough data to tier teachers based on established criteria and identify support needed.
- Coaches will develop coaching plans for teachers based on specific criteria of support needed.

Monitoring: Administrator will monitor coaching plans for teacher.

Person Responsible Christen Ku (kuc@pcsb.org)

3. Analyzing Student Data

- Implement Student Work Protocol with PLC process
- During PLC's, teachers will reach a consensus on a common standards aligned task that will be given to students to monitor progress towards mastery.
- Teachers will collect student work and bring to PLC
- Teacher will analyze and sort student work based on the established criteria
- Teachers will identify trends, opportunities to adjust their instructional practice, and create actionable next steps for implementation.
- Coaches will guide teachers into identifying trends and support them in strengthening their instructional practice through coaching, modeling, co-teaching, professional learning, etc.
- As a result of adjusting instructional practice, additional student work is collected.

Monitoring: Administration and coaches will collect student work and trends.

Person Responsible Ashlea Zeller (zellera@pcsb.org)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: After reviewing the 2021 - 2022 attendance data efforts will be made to focus on improvement of scholar daily attendance. Attendance data from the 2020 - 2021 school year indicates that 49% of our students were absent 10% or more of the school year.

Measurable Outcome: By the end of the 2021 - 2022 school year, we will have 80% percent of our students attending school everyday.

Monitoring: CST will meet bi-weekly and monitor daily attendance.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: High expectations will be set for students to come to school everyday ready to learn that will be monitored.

Rationale for Evidence-based Strategy: Students regularly attending school will be exposed to a multitude of learning opportunities that will increase their achievement level.

Action Steps to Implement

Use of Caring School Community curriculum, cross-age buddies to help motivate, incentivize and reward school-wide attendance.

Person Responsible Ashlea Zeller (zellera@pcsb.org)

Family school liaison will make daily phone calls to check in with scholars and their families to increase daily school attendance.

Person Responsible Annette Anthony (anthonya@pcsb.org)

Display attendance numbers outside of the school, on the marquee and in the weekly family update.

Person Responsible Christen Ku (kuc@pcsb.org)

Increase parent awareness of how important daily attendance is through grade level newsletters, open house, parent conferences, parent events, etc.

Person Responsible Ashlea Zeller (zellera@pcsb.org)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:	<p>Description of Area of Focus: According the results from 2019 FSA the following subgroups did not meet the 41% proficiency required by ESSA. The subgroups are Students with Disabilities, African American and Economically Disadvantaged.</p> <p>Rationale of Area of Focus: Students were not provided with consistent opportunities to be successful with standards aligned tasks, and teachers have limited effective teaching methods to support learning. This includes access to culturally relevant instruction and resources.</p>
Measurable Outcome:	Our goal for the 2022 FSA is that 41% or above of our students will score a level 3 or higher for each subgroup.
Monitoring:	Administrative team will monitor the Fall and Winter MAP scores within each subgroup and make adjustments as needed.
Person responsible for monitoring outcome:	Christen Ku (kuc@pcsb.org)
Evidence-based Strategy:	<p>Administrative led Professional Learning Communities and collaborative planning will focus on the use of culturally responsive teaching strategies and resources. (African American)</p> <p>Students with disabilities will be enrolled in general education classrooms where they will have access to rigorous grade level instruction that is supported and scaffolded by ESE staff with support facilitation. (SWD)</p> <p>Additional learning opportunities are provided outside of the school day to broaden background knowledge, schema, vocabulary and experiences. (Economically Disadvantaged)</p>
Rationale for Evidence-based Strategy:	In order to provide students opportunities to master grade appropriate standards-based tasks teachers will be supported through a structure for professional learning communities and professional development opportunities.

Action Steps to Implement

Complete Culturally Responsive Teaching and the Brain Book Study for Instructional Staff and provide staff with Equity with Excellence professional development during Preschool.

Person Responsible Ashlea Zeller (zellera@pcsb.org)

Collaborative Planning with Coaching Support

Person Responsible Dayna Petruccelli (petruccellid@pcsb.org)

Creating a master schedule that prioritizes support facilitation for students with disabilities.

Person Responsible Christen Ku (kuc@pcsb.org)

Before school homework assistance club.

Person Responsible Jenna Klawiter (klawiterj@pcsb.org)

Providing additional opportunities for enhanced learning ELP with targeted students.

Person Responsible Annette Anthony (anthonya@pcsb.org)

1:1 Laptops are provided to grades three, four and five to build background knowledge in schema in the areas of social studies and science.

Person Responsible Christen Ku (kuc@pcsb.org)

Saturday Bootcamps will be provided for targeted students in grades 3 - 5 for ELA, Math and Science. These Bootcamps will be facilitated by instructional staff and provide specific instruction for best practices including test taking strategies.

Person Responsible [no one identified]

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	<p>For ELA for the 2021-2022 school year, our focus at Gulfport Elementary will be to increase the opportunities to scholars to work with grade level aligned task and increase their proficiency in ELA. Teachers will increase their own knowledge of the grade level standards to ensure scholars are receiving multiple opportunities to practice with grade level text.</p> <p>Rational for Area of Focus: Standards-based data (FSA, common assessments, walkthrough data, etc.) collected from 2020-2021 school year showed students performing below grade level in ELA with a lack of consistency in tasks aligned to grade-appropriate standards. Students are not provided with consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support learning.</p> <p>Walkthrough data collected from 2020-2021 showed that 50% of teachers were providing grade-appropriate standards-aligned tasks. ELA proficiency – 43%</p>
Measurable Outcome:	By October 2021, at least 80% of teachers will provide opportunities for students to engage in standards-aligned tasks according to learning walk data. By December 2021, 100% of teachers will provide opportunities for students to engage in standards-aligned tasks.
Monitoring:	Common assessment data (MAP data) in ELA will show 50% of students performing at or above proficiency.
Person responsible for monitoring outcome:	Ashlea Zeller (zellera@pcsb.org)
Evidence-based Strategy:	<p>Evidence-based Strategy- Professional Learning Communities (PLC) Professional learning communities will focus on standards-based planning, student work analysis protocol, development of common assessments, and analyzing data:</p> <ol style="list-style-type: none"> 1. What is it we want our students to learn? 2. How will we know if each student has learned it? 3. How will we respond when some student do not learn it? 4. How can we extend and enrich the learning for students who have demonstrated proficiency? <p>The school based leadership team will create a PLC protocol for grade level teams to discuss the above questions and make instructional decisions to best support scholar achievement.</p>
Rationale for Evidence-based Strategy:	<p>In order to provide students opportunities to engage in grade appropriate standards-based tasks teachers will be supported through a structure for professional learning communities focused on effective teaching methods for learning. During these PLCs, best practice like small group instruction, intervention, visual supports and other instructional strategies will be discussed to increase the implementation within the classroom.</p>

Action Steps to Implement

1. Establish structures and Expectations for PLC's
 - Review and adjust master schedule to ensure common planning times for grade level content areas
 - Establish the structure and expectations of content PLC's
 - Leadership Teams create a protocol for the cycle within PLC's for each content area by August 1st.
 - Administrators clearly communicate to teachers the way of work for the PLC's.
 - Content teams will collectively develop expectations before, during and after PLC's.
 - Content teams will define roles and responsibilities of team member (teachers, coaches, admin)

Monitoring: Admin will collect and monitor protocols, expectations, roles and responsibilities of PLC's:
Admin will attend PLC's to monitor implementation.

Person Responsible Ashlea Zeller (zellera@pcsb.org)

2. Building Capacity of Teachers

- Leadership team will develop criteria for look for specifically around standards aligned instruction
- Leadership team will walk classrooms to collect data on implementation of instruction planned during PLC's and student learning outcomes.
- Tread data will be communicated to teachers by administration
- Individual feedback will be communicated to teachers by administration and coaches
- Leadership team will use walkthrough data to tier teachers based on established criteria and identify support needed.
- Coaches will develop coaching plans for teachers based on specific criteria of support needed.

Monitoring: Administrator will monitor coaching plans for teacher.

Person Responsible Christen Ku (kuc@pcsb.org)

3. Analyzing Student Data

- Implement Student Work Protocol with PLC process
- During PLC's, teachers will reach a consensus on a common standards aligned task that will be given to students to monitor progress towards mastery.
- Teachers will collect student work and bring to PLC
- Teacher will analyze and sort student work based on the established criteria
- Teachers will identify trends, opportunities to adjust their instructional practice, and create actionable next steps for implementation.
- Coaches will guide teachers into identifying trends and support them in strengthening their instructional practice through coaching, modeling, co-teaching, professional learning, etc.
- As a result of adjusting instructional practice, additional student work is collected.

Monitoring: Administration and coaches will collect student work and trends.

Person Responsible Ashlea Zeller (zellera@pcsb.org)

4. Select one teacher form each grade level to attend ELA Champion Professional Development. During grade level planning, those teachers can share new learning that is learned through those PD.

Person Responsible Christen Ku (kuc@pcsb.org)

Additional Schoolwide Improvement Priorities

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

During the 2020 - 2021 school year, out of the 604 students who attended our school 89 of them received 215 referrals. 26 of those referrals resulted in an ISS and 16 of them resulted in OSS. These referrals were a result of over 980 office calls for behavior support.

For the upcoming school year, we are going to revamp our PBIS and focus on school-wide behavior plans that share common language and high expectations. The PBIS team is going to meet monthly to look over behavior and walkthrough data to determine how we can best support the teachers and the scholars. Our MTSS-behavior team will meet bi-weekly to discuss specific students, monitor tier 2 and 3 behavior plans and take a temperature check on tier 1 behavior.

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.

This year at Gulfport Montessori Elementary, we will continue to implement PBIS with a strong focus on positive classroom interactions between teacher and scholar. The PBIS team will meet monthly to ensure expectations for everyone on campus are clear and visible. We will implement Caring School Community which will explicitly teach all scholars about being a part of a community and the role that one plays when interacting with peers and others.

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

Everyone within the Gulfport Montessori Elementary family has a role to play in creating and sustaining a positive school campus. Scholars will be expected to arrive at school ready to learn and seek opportunities to continue to grow and achieve in and out of the classroom setting. Teachers will be expected to teach and remind students of school wide expectations. Teachers can also be a part of the PBIS team and help promote positivity among the campus. The behavior specialist will spend time mentoring and coaching newer staff on school wide expectations and assisting with our implementation of Caring School Community, a campus wide social-emotional curriculum that address creating a community within the classroom and among the school campus. Teachers and support staff will be encouraged to promote positivity and specific praise to those scholars who are demonstrating a successful understanding of what it looks like to be a member of the Gulfport Bulldog Family. Administration will be present in classrooms and

throughout the campus to reinforce school wide expectations as well.

Family engagement will be encouraged at nightly and school wide events like Back to School, ELA, Math and Science nights and other events like family picnics, parent conferences and book fairs.

The administration will reach out to the community and business partners to support the school endeavors that recognize positive academic and behavior improvements at the Bulldog Bash, for example supporting honor roll ceremonies, character award events and attendance awards to recognize students who are attending school daily.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$221,284.06
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	1691 - Gulfport Montessori Elem Schl	UniSIG	0.8	\$49,385.34
			Notes: Salary for one Reading Recovery Teacher at 80% (K. Papinchak). Papinchak was covered by UniSIG as the Reading Coach last school year. This school year, she is changing to a Reading Recovery Teacher since she received her reading endorsement. The other funding source is Title 1. The Reading Recovery Teacher will provide targeted reading instruction to identified students to close the academic achievement gap and meet grade-level expectations.			
	5100	210-Retirement	1691 - Gulfport Montessori Elem Schl	UniSIG	0.8	\$5,343.50
			Notes: Continuing Retirement for a Reading Recovery Teacher at 80%.			
	5100	220-Social Security	1691 - Gulfport Montessori Elem Schl	UniSIG	0.8	\$3,061.89
			Notes: Social Security for a Reading Recovery Teacher at 80%.			
	5100	220-Social Security	1691 - Gulfport Montessori Elem Schl	UniSIG	0.8	\$716.09
			Notes: Medicare for a Reading Recovery Teacher at 80%.			
	5100	231-Health and Hospitalization	1691 - Gulfport Montessori Elem Schl	UniSIG	0.8	\$9,240.00
			Notes: Health for a Reading Recovery Teacher at 80%.			
	5100	232-Life Insurance	1691 - Gulfport Montessori Elem Schl	UniSIG	0.8	\$55.44
			Notes: Group Life for a Reading Recovery Teacher at 80%.			
	5100	130-Other Certified Instructional Personnel	1691 - Gulfport Montessori Elem Schl	UniSIG	1.0	\$56,896.72
			Notes: Salary for one Instructional Reading Literacy Coach at 100% (New hire). The principal posted the position and will finalize the hiring process upon BSI's approval.			
	5100	210-Retirement	1691 - Gulfport Montessori Elem Schl	UniSIG	1.0	\$6,156.23
			Notes: Retirement for for one Instructional Reading Literacy Coach at 100%.			
	5100	220-Social Security	1691 - Gulfport Montessori Elem Schl	UniSIG	1.0	\$3,527.60

			<i>Notes: Social Security for one Instructional Reading Literacy Coach at 100%.</i>			
	5100	220-Social Security	1691 - Gulfport Montessori Elem Schl	UniSIG	1.0	\$825.00
			<i>Notes: Medicare for for one Instructional Reading Literacy Coach at 100%.</i>			
	5100	231-Health and Hospitalization	1691 - Gulfport Montessori Elem Schl	UniSIG	1.0	\$11,550.00
			<i>Notes: Health for one Instructional for one Instructional Reading Literacy Coach at 100%.</i>			
	5100	232-Life Insurance	1691 - Gulfport Montessori Elem Schl	UniSIG	1.0	\$69.30
			<i>Notes: Life Insurance for for one Instructional Reading Literacy Coach at 100%.</i>			
	5100	610-Library Books	1691 - Gulfport Montessori Elem Schl	UniSIG		\$3,833.97
			<i>Notes: Curriculum Associates Reading (see quote) - Build 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. Scholars in 2nd - 5th grade will have access to rigorous consumables texts. These texts also align with the iReady Web Based program.</i>			
	5100	610-Library Books	1691 - Gulfport Montessori Elem Schl	UniSIG		\$5,161.75
			<i>Notes: Curriculum Associates Phonics for Reading (see quote and data sheet) is a systematic, research-based intervention program that gives students in Grades 3–12 the confidence and decoding skills they need to become fluent and proficient readers. There are three levels of content that can be used to improve students' decoding skills. Designed to appeal to older students, each level features consistent teaching routines, repeated practice, and immediate corrective feedback. Phonics for Reading also supports students with dyslexia, as well as other students who are not showing typical progress in decoding. It can also support English learners who enter school at different ages and with varying experiences in their primary language as well as in English. By providing explicit instruction in phonics, phonemic awareness, and high-frequency words, as well as support for fluency and comprehension, Phonics for Reading accelerates the pace of instruction for all older students who lack foundational reading skills. PHONICS for Reading is built on research-based best practices. The foundation of the program is based on the science of reading and includes key findings from Becoming a Nation of Readers (Anderson, Heibert, Scott & Wilkinson, 1985), Preventing Reading Difficulties in Young Children (Snow, Burns, Griffin, 1998), and The National Reading Panel report (2000). The approach in Phonics for Reading is further confirmed by findings on beginning reading (e.g., Adams, 1990; Honig, Diamond & Gutlohn, 2008), on reading interventions for older, struggling readers (e.g., Archer, Gleason, and Vachon, 2003; Moats, 2005), and on explicit instruction (e.g., Archer & Hughes, 2011; Simmons, Fuchs, Fuchs, Mathes & Hodge, 1995). In an independent review, the Florida Center for Reading Research noted multiple strengths and no weaknesses in its report on Phonics for Reading.</i>			
	5100	610-Library Books	1691 - Gulfport Montessori Elem Schl	UniSIG		\$1,556.40
			<i>Notes: Novels will be used during reading and ELA blocks and enrichment book clubs (all grade-levels). The activities will be aligned to the standards and incorporate reading across discipline areas.</i>			
	5100	369-Technology-Related Rentals	1691 - Gulfport Montessori Elem Schl	UniSIG		\$1,061.50
			<i>Notes: Study Island licenses for 4th and 5th graders (see quote). Study Island is an online assessment and instruction program that helps instructional staff provide all students a path to proficiency and growth in science. Scholars will participate in engaging online lessons and assessments. Staff will track data, adjust lessons, and provide intervention opportunities connected to standards. The Study Island Access provides an online platform in Science-State standards, assessment preparation, customizable classroom assessments, and real-time progress monitoring.</i>			
	5100	369-Technology-Related Rentals	1691 - Gulfport Montessori Elem Schl	UniSIG		\$2,000.00

			<i>Notes: McCarthy Math 1-5-5 Intervention Access Licenses (3rd-5th grade) (see quote). Includes the interactive video math intervention program designed around the Florida Math Standards for 3rd - 5th grade scholars. A teacher/coach with a proven track record of success will deliver the math instruction. Materials and formative assessments are included to help remediated throughout the program.</i>			
	5100	510-Supplies	1691 - Gulfport Montessori Elem Schl	UniSIG		\$4,210.30
			<i>Notes: Instructional materials/ supplies to support student learning in ELA, math, and science. See quote.</i>			
	5100	150-Aides	1691 - Gulfport Montessori Elem Schl	UniSIG	1.0	\$19,923.08
			<i>Notes: Salary for a paraprofessional at 100% (new hire). The staff will provide academic instruction and/or support under the leadership of a certified teacher. This position was posted and interviews were held. The staff will be hired once the award notice is received.</i>			
	5100	210-Retirement	1691 - Gulfport Montessori Elem Schl	UniSIG	1.0	\$2,155.68
			<i>Notes: Retirement for a paraprofessional at 100%.</i>			
	5100	220-Social Security	1691 - Gulfport Montessori Elem Schl	UniSIG	1.0	\$1,235.23
			<i>Notes: Social Security for a paraprofessional at 100%.</i>			
	5100	220-Social Security	1691 - Gulfport Montessori Elem Schl	UniSIG	1.0	\$288.88
			<i>Notes: Medicare for a paraprofessional at 100%.</i>			
	5100	231-Health and Hospitalization	1691 - Gulfport Montessori Elem Schl	UniSIG	1.0	\$11,550.00
			<i>Notes: Health benefits for a paraprofessional at 100%.</i>			
	5100	232-Life Insurance	1691 - Gulfport Montessori Elem Schl	UniSIG	1.0	\$69.30
			<i>Notes: Group Life benefits for a paraprofessional at 100%.</i>			
	6400	120-Classroom Teachers	1691 - Gulfport Montessori Elem Schl	UniSIG		\$8,400.00
			<i>Notes: Base salary for stipends for instructional professional development beyond the contracted day/year in ELA, math, science, and diversity (\$20 per hour, 2 hours a month for 10 months, 21 instructional staff)</i>			
	6400	220-Social Security	1691 - Gulfport Montessori Elem Schl	UniSIG		\$520.81
			<i>Notes: Social Security for stipends for instructional professional development.</i>			
	6400	220-Social Security	1691 - Gulfport Montessori Elem Schl	UniSIG		\$121.79
			<i>Notes: Medicare for stipends for instructional professional development.</i>			
	5100	120-Classroom Teachers	1691 - Gulfport Montessori Elem Schl	UniSIG		\$12,368.26
			<i>Notes: Saturday Bootcamp for scholars (providing additional instruction to target students and test taking strategies in ELA, Math, and Science). 12 teachers (4 per content: math, science, ELA) up to \$29, 3 hr. per Sat., 2 Sat per month, for 5 months (Dec - Apr).</i>			
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$12,263.09
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

	5100	500-Materials and Supplies	1691 - Gulfport Montessori Elem Schl	UniSIG		\$3,353.09
			Notes: Character education supports, positive behavior supports, restorative practices, and social/emotional learning supports (see quote)			
	5100	600-Capital Outlay	1691 - Gulfport Montessori Elem Schl	UniSIG		\$8,910.00
			Notes: GMES - Caring School Community: a comprehensive, research-based social and emotional learning (SEL) program that builds school-wide community, develops students' social skills and SEL competencies, and enables a transformative stance on discipline. This CASEL SELECT program promotes positive behavior through direct teaching of responsibility, empathy, and cooperation, creating settings where students feel heard, known, and cared for. Students become intrinsically motivated to contribute productively to a community they feel invested in, and where they know they matter. In the 2020 – 2021 Gulfport Montessori Elementary had almost 1,000 behavior calls to the front office. Over 50% of these behavior calls were due to defiance, disrespect and inappropriate language to both students and staff members. A social skills curriculum is necessary to help transform behavior in order to ensure scholars are remaining in class.			
3	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
Total:						\$242,772.51