
Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	17
Positive Culture & Environment	0
Budget to Support Goals	0

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: 7/7/2021

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (48%) 2018-19: D (34%) 2017-18: D (37%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	0

Gulfport Montessori Elementary School

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>2021-22 Title I School</p> <p style="font-size: 1.2em;">Yes</p>	<p>2021-22 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;">85%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C	D	D	D

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Zeller, Ashlea	Psychologist	<p>As the instructional and operational leader, the Principal oversees the daily operation of the school. Other duties include hiring and retention of 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
Petruccelli, Dayna	Instructional 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
Khoury, Barbara	Instructional Coach	<p>The MTSS Coach is in charge of scheduling and maintaining records of tiered instruction being delivered both within the classroom and outside of the classroom. The MTSS Coach will support the work of the Intervention Teachers and Paraprofessionals that will support the work in our K-5 classrooms. Interventions include Nemours, LLI, IRLA, JRGR, Footprints, Repeated Reading, ORF, NWF, using AIMS web as formative assessment.</p>
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>
Ward, Tessa	Behavior Specialist	<p>The Behavior Specialist will work alongside of classroom teachers and support staff to support and create positive classroom climates. This role will consist of collaboration between teachers, students and families to</p>

Name	Position Title	Job Duties and Responsibilities
		<p>communicate school wide expectations. The behavior specialist will tier behavior need for our student population. The behavior specialist will also be in charge of our PBIS efforts using our 5 standards to guide the way of work for our students within the classroom and campus spaces.</p>
<p>Johnson, Brittney</p>	<p>Behavior Specialist</p>	<p>The Behavior Specialist will work alongside of classroom teachers and support staff to support and create positive classroom climates. This role will consist of collaboration between teachers, students and families to communicate school wide expectations. The behavior specialist will tier behavior need for our student population. The behavior specialist will also be in charge of our PBIS efforts using our 5 standards to guide the way of work for our students within the classroom and campus spaces.</p>
<p>Hackett, Allison</p>	<p>Instructional Coach</p>	<p>Instructional coaches at Gulfport Montessori Elementary will serve an integral role in the success of both staff and scholars. The work of the ELA 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 OCRE content - provide coaching feedback for reflective teacher conversations - promote best practices an work within the new BEST standards - plan and meet with the Assistant Principal and Principal to align coaching support - review of ELA data and plan for intervention
<p>Collier, Karen</p>	<p>Math Coach</p>	<p>Instructional coaches at Gulfport Montessori Elementary will serve an integral role in the success of both staff and scholars. The work of the math 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 CORE content - 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 math data, diagnostic assessment and interventions
<p>Harris, Tameka</p>	<p>Assistant Principal</p>	<p>As the instructional and operational leader, the Assistant Principal oversees the daily operation of the school. Other duties include evaluation of 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. The Assistant Principal will collaborate with instructional leadership team members to address student and staff needs and ensure implementation of all educational initiatives.</p>

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> - Test Coordinator - Facilitator of PLC - Instructional Leader of PD - Data Review of Student Performance - Oversee Operation and Campus Safety

Demographic Information

Principal start date

Wednesday 7/7/2021, Ashlea Zeller

Number of teachers with a 2022 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.*

1

Number of teachers with a 2022 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.*

3

Total number of teacher positions allocated to the school

47

Total number of students enrolled at the school

500

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

10

Identify the number of instructional staff who joined the school during the 2022-23 school year.

10

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	72	74	66	91	68	80	0	0	0	0	0	0	0	451
Attendance below 90 percent	0	41	43	36	44	28	0	0	0	0	0	0	0	192
One or more suspensions	0	2	4	2	1	2	0	0	0	0	0	0	0	11
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 2022 statewide FSA ELA assessment	0	0	0	25	19	19	0	0	0	0	0	0	0	63
Level 1 on 2022 statewide FSA Math assessment	0	0	0	22	5	28	0	0	0	0	0	0	0	55
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	18	6	7	0	0	0	0	0	0	0	31

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	2	0	14	0	0	0	0	0	0	0	0	0	17
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

Thursday 7/7/2022

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	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	0
One or more suspensions	0	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	0
Course failure in Math	0	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	0
Level 1 on 2019 statewide FSA Math assessment	0	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	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	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	0

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	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	0
One or more suspensions	0	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	0
Course failure in Math	0	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	0
Level 1 on 2019 statewide FSA Math assessment	0	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	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	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	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	34%	55%	56%				29%	54%	57%
ELA Learning Gains	51%						39%	59%	58%
ELA Lowest 25th Percentile	58%						27%	54%	53%
Math Achievement	39%	51%	50%				36%	61%	63%
Math Learning Gains	54%						42%	61%	62%
Math Lowest 25th Percentile	57%						43%	48%	51%
Science Achievement	43%	62%	59%				25%	53%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	32%	56%	-24%	58%	-26%
Cohort Comparison		0%				
04	2022					
	2019	27%	56%	-29%	58%	-31%
Cohort Comparison		-32%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	28%	54%	-26%	56%	-28%
Cohort Comparison		-27%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	43%	62%	-19%	62%	-19%
Cohort Comparison		0%				
04	2022					
	2019	40%	64%	-24%	64%	-24%
Cohort Comparison		-43%				
05	2022					
	2019	24%	60%	-36%	60%	-36%
Cohort Comparison		-40%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	27%	54%	-27%	53%	-26%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	13	38		17	54		10				
BLK	21	45	59	24	44	52	36				
HSP	44	55		71	75						
MUL	67			64							
WHT	63	56		66	72						
FRL	32	50	57	35	52	63	39				

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				
FRL	26	36	23	31	37	44	23				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	336
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A

English Language Learners	
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	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	61
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	66
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	64
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	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

After reviewing the data for the 2021-2022 school year, our trends continue to display the need for increased achievement in ELA and Math proficiency. We made positive gains in our L25 scholars and our learning gains in relation to past statewide FSA scores from '19 and '21 in both ELA and Math.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on 2022 state assessment achievement, we are still in need of addressing our ELA proficiency achievement and our three subgroups (African Americans, Economically Disadvantaged, & SWD).

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

During the 2021-2022 school year, we were unable to secure an ELA coach to support our instructional staff on a regular basis. For the 2022-2023 school year, we have hired an ELA coach who will be able to guide our collaborative planning work, lead PD in relation to the new BEST standards for our 3-5 educators, coteach alongside of K-5 ELA instructors, review data and monitor the effectiveness of our intervention plan.

For our 3 ESSA subgroups, we will take the following actions:

- provide 1:1 laptops to provide outside of the school day connection to computer based programs like iReady and Dreambox
- provide small group tutoring and instruction before and after school
- change our instructional delivery model for our SWD to include more inclusive practices
- collaborate with our ESE ISD to provide real time JEPD and co-teaching support
- create changes within the master schedule to accommodate our ESE instructors planning with grade level teams

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Throughout the 2021-2022 school year, scholars demonstrated improvement in the area of science and our L25 scholars improved in both ELA and Math. For the SSA, we improved from 34 to 43% proficient. We were able to raise the achievement in our L25 in ELA from 33 to 58 and Math from 27 to 57.

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

The contributing factors that helped make his improvement possible were the following:

- dedicated PLC time with school based and TZ coaches supporting the work of aligned instruction and data monitoring
- feedback to classroom teachers for improvement in practice
- data monitoring by SBLT
- Saturday boot camp with identified scholars as invitation only for ELA, writing, and math specific small group instruction
- focus on attendance for our L25 scholars
- intervention plans that changed as a result of progress monitoring data

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

At GMES, we will implement specific high-yield strategies that will continue to help us increase our academic achievement. We will focus on small group instruction, specifically looking at reciprocal teaching and collaborative structures that encourage discussion among our scholars in ELA. We will again expect classroom teachers are encouraging the use of manipulatives, teacher talking moves and my favorite no within the math block. The use of our PLC protocols will also continue to identify trends we are seeing in each grade in the content areas that need to be addressed with specific actions.

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

We will continue to offer PD in the area of data mining from our computer based programs, use of strategies within small group instruction, use of reciprocal instruction in ELA, new curriculum PD for math, collaborative structures for the whole class and social-emotional and behavior strategies along with PBIS that continue to set high expectations and yield on task behaviors.

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

At GMES, we will continue to support the academic work alongside of the new BEST standards. We will continue to hold PLC's that focus on standards aligned instruction, best practices, classroom visual supports and data monitoring by both the coach and classroom teacher. We will continue to have high expectations of our scholars and celebrate those successes. We will also work to continue to offer multiple opportunities before school, after school and on Saturdays for additional learning.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

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

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Assessment data from FSA and MAP for the 2021-2022 school year, showed scholars performed below grade level in ELA, Math, and Science 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.

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

By October 2022, 100% of ELA, Math and Science teachers K-5 will attend weekly PLCs to focus on BEST standards and standards-aligned instruction. As a result of teacher understanding, we expect to see our student achievement rise from 34% proficient to 50% proficient in the area of ELA as measured by the state progress monitoring assessment. In the area of math, we expect to see an 11% increase from 39% to 50% proficient as measured by state assessments. For the 2023 SSA, we would like to have our proficiency rise from 41% to 50% in the area of science. We would like to see an 11% increase in proficiency in our African American scholars to meet or exceed the guidance set by ESSA.

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

We will monitor this area of focus through planning sign in sheets, PLC documentation and classroom walkthroughs with written feedback.

Person responsible for monitoring outcome:

Ashlea Zeller (zellera@pcsb.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

For the 2022-2023 school year, the instructional staff at Gulfport Montessori Elementary will gain a deep understanding of the Florida's B.E.S.T. Standards for ELA and Mathematics as a non-negotiable for improving student outcomes.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used for selecting this 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. During these PLCS, best practice like small group instruction, intervention, visual supports and other high-yield instructional strategies will be discussed to increase the implementation within the classroom.

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

Team Leaders/Mentors will meet with their grade level members/mentees to help implement best practices using new curricula and new standards.

Person Responsible Ashlea Zeller (zellera@pcsb.org)

Teachers will attend TZ Retreat PD days and pre-school planning days focused on new curricular material implementation.

Person Responsible Ashlea Zeller (zellera@pcsb.org)

SBLT will attend BSI Summer Academy.

Person Responsible Ashlea Zeller (zellera@pcsb.org)

GMES will create a master schedule that allows for common planning and the creation of PLC's in all content areas.

Person Responsible Tameka Harris (harristam@pcsb.org)

Administration and site based coaches will monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles. The team will provide feedback to teachers to help further shape effective practices on campus.

Person Responsible Ashlea Zeller (zellera@pcsb.org)

Math teachers can attend Collaborative Planning Hubs to plan units with BEST standard-based instruction.

Person Responsible Karen Collier (collierka@pcsb.org)

ELA, Math and Science coaches will create PLC protocols and share specific planning information for pre-, during and after work for all teachers in K-5 including ESE. These protocols will share grade level appropriate task, visual supports, data when appropriate, interventions as needed and address culturally relevant strategy instruction.

Person Responsible Karen Collier (collierka@pcsb.org)

Monthly data reviews will be held to ensure students are on track for grade level mastery. Decisions will be made to re-evaluate the intervention groups based on student performance evidence using a variety of assessment criteria.

Person Responsible Barbara Khoury (khouryb@pcsb.org)

School based coaches will lead efforts to celebrate success with data displays inside and outside of classrooms.

Person Responsible Dayna Petruccelli (petruccellid@pcsb.org)

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

Area of Focus Description and Rationale:

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

After reviewing the behavior data from the 2021-2022 school year, efforts will be made to focus on improvement of scholar ready-to-learn behavior.

Measurable Outcome:

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

By the end of 2022-2023 school year, 85% of scholars will demonstrate ready-to-learn behavior on a daily basis at Gulfport Montessori Elementary school.

Monitoring:

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

During the 2022-2023 school year, overall behavior data will be shared bi-weekly at the MTSS behavior meetings and monthly to all staff during teaching and learning.

Person responsible for monitoring outcome:

Brittney Johnson (johnsonbritt@pcsb.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

The school staff will create a positive environment and imbed culturally responsive elements into our PBIS system by establishing and maintaining positive relationships with all students.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

We have reviewed our 2021-2022 referral data and would like to use our PBIS model and positive culture to reduce the number of out of classroom and off-task behaviors. Our goal is to decrease the number of elopement incidence while increasing the engagement within the classroom.

Action Steps to Implement

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

Teachers will attend PBIS and positive culture training during preschool week.

Person Responsible Ashlea Zeller (zellera@pcsb.org)

Students will attend grade level behavior expectation assemblies three times a year.

Person Responsible Brittney Johnson (johnsonbritt@pcsb.org)

Teachers will be trained in conducting class meetings and developing norms using the Caring School Community content. Teachers will log class meeting dates.

Person Responsible Ashlea Zeller (zellera@pcsb.org)

Teachers will be provided professional development methods of effectively addressing disruptive behaviors as well as methods for correcting misbehavior at the classroom and administrative level.

Person Responsible Ashlea Zeller (zellera@pcsb.org)

Mentors will be assigned to identified students based on MTSS/behavior data.

Person Responsible Barbara Khoury (khouryb@pcsb.org)

Master schedule will be written to reflect a morning meeting time for teachers to implement Caring Schools Curriculum.

Person Responsible Tameka Harris (harristam@pcsb.org)

Behavioral team with grade level teachers will create a peer program to improve student self-regulation behaviors.

Person Responsible Tessa Ward (wardte@pcsb.org)

Staff will create a school-wide and classroom-based positive behavior reinforcement system.

Person Responsible Brittney Johnson (johnsonbritt@pcsb.org)

Positive shout outs for scholars and staff will be shared weekly.

Person Responsible Tessa Ward (wardte@pcsb.org)

Bulldog Bash celebrations will be held monthly to celebrate scholar achievement in academics and behavior.

Person Responsible Karen Collier (collierka@pcsb.org)

Teachers will recognize students exhibiting ready-to-learn behaviors through positive referrals that will result in positive phone calls home from administration.

Person Responsible Ashlea Zeller (zellera@pcsb.org)

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

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

After reviewing our 2022 state assessment FSA data, our 2 subgroups who were not able to score 41% or higher have been identified as our Students with Disabilities and our African American students.

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

During the 2022-2023 school year we will put effective practices into place to increase the academic achievement of our African American students and our students with disabilities. Our goal will be to increase their achievement beyond the 41% guideline on the new progress monitoring assessment.

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

At GMES, administration, school based content coaches and teachers will monitor the data and effectiveness of interventions through monthly data chats. We will also include data as part of our weekly PLC - reviewing school based assessments as well as progress monitoring tools.

Person responsible for monitoring outcome:

Ashlea Zeller (zellera@pcsb.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

During the 22-23 school year, to improve our SWD subgroup, we will have a master schedule that provides our ESE teachers with a more inclusive practice. ESE teachers will attend grade level planning as possible to have a better understanding of the standards aligned instruction and resources provided to them as co-teachers of instruction.
 For our AA subgroup, we will continue to include culturally responsive strategies that yield higher academic achievement. During our PLC, PD will be included to address effective strategies that focus on relationships, engagement and visual supports that have a positive impact on learning and the environment.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Our purposeful PD work in and outside of our PLC time will be to focus on increasing the achievement of our AA and SWD scholars. Using inclusive practices and planning to increase the understanding of our teaching staff that works directly with our subgroups will result in their improvement.

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

Create a master schedule starting with our SWD in mind to increase our inclusive instruction practice.

Person Responsible Ashlea Zeller (zellera@pcsb.org)

ESE teachers and our MTSS coach will attend grade level planning to support our improvement of both subgroups identified in our plan.

Person Responsible Ashlea Zeller (zellera@pcsb.org)

PD for culturally responsive practices will be offered to all instructional staff during the 22-23 school year.

Person Responsible Ashlea Zeller (zellera@pcsb.org)

Additional learning opportunities will be established outside of the school day to provide additional practice within the content areas. Before school, after school and Saturday school learning opportunities will be offered throughout the 2022-2023 school year.

Person Responsible Ashlea Zeller (zellera@pcsb.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

At GMES, teachers will specifically focus on high-yield teaching practices through the science of reading that have a positive impact on our student's ELA achievement in grades K-2.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

At GMES, teachers will specifically focus on high-yield teaching practices through the science of reading that have a positive impact on our student's ELA achievement in grade 3.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

For the 2022-2023 school year, 80% of our scholars will be reading on grade level by the end of the year assessment data.

Grades 3-5: Measureable Outcome(s)

For the 2022-2023 school year, 54% of our scholars will be reading on grade level as measured by our end of the year assessment data.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

During the school year, our Leadership Literacy team will review our ELA data monthly to ensure we are tracking progress of our scholars towards our grade level goals. We will also monitor our teachers participation in PLC's and PD by sign in sheets and classroom walkthrough/feedback provided by both administration and our ELA coach.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Zeller, Ashlea, zellera@pcsb.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

For the 2022-2023 school year, our K-2 classrooms will implement a small group instruction model that will be taught through our work in the Pinellas Early Literacy Initiative and in partnership with the Lastinger

Center at UF. This model will focus on specific teacher practice within an instructional framework to promote strong literacy skills.

For the 2022-2023 school year, our 3rd grade classrooms will focus on specific small group instructional practices that align with the B.E.S.T. standards and the science of reading. An instructional routine as well as reciprocal teaching will be in place to promote comprehension skills and fluency practice. Programs that will be implemented will include UFLI, LLI and IRLA.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

In the 2021-2022 school year, other elementary schools within the district saw positive achievement for their K-2 scholars using the small group instructional framework delivered through the PELI project. At GMES, we also used the UFLI model with our targeted population of retained 3rd graders and saw 70% growth within the reading assessment data.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
The literacy leadership team will meet monthly to discuss implementation of standards-aligned materials, science of reading frameworks and practices that focus on specific strategy instruction.	Zeller, Ashlea, zellera@pcsb.org
The literacy leadership team will meet monthly to monitor the ELA data and make instructional/intervention decisions based on the results. These results will be shared with teachers and staff after the meeting.	Zeller, Ashlea, zellera@pcsb.org
At GMES, teachers will participate in on-going professional development through the PELI project and other on-site PD that focuses on effective use of evidence-based programs.	Hackett, Allison, hacketta@pcsb.org
At GMES, teachers will engage in PD that helps deepen their understanding of the B.E.S.T. ELA standards.	Hackett, Allison, hacketta@pcsb.org
During the 2022-2023 school year, teachers will evaluate module assessment data to identify students who need further tiered instruction. ESE teachers, Reading Recovery teachers and Interventionist will use progress monitoring data, iReady data and classroom based assessments along with running records and fluency rates to identify areas of need for targeted instruction.	Zeller, Ashlea, zellera@pcsb.org

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

During the 2022-2023 school year at Gulfport Montessori Elementary, we will continue to implement PBIS with a strong focus on positive classroom interactions between teacher and scholar. Our goal will be to reduce referrals by 10% and increase on-task engagement in the classroom. In order to do this, 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. Teachers will continue to receive PD on using culturally responsive practices that engage scholars in the work.

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

"one Team One Goal" will be our school theme for the 2022-2023 school year. 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. Scholars will have the chance to support the learning environment through peer mentorship and buddy classrooms.

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. 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.

The student service team including behavior specialists will spend time mentoring and coaching newer staff on school wide expectations and assisting with our implementation of Caring School Community and other positive programs that promote self-regulation, self-care and self-advocacy.

Administration will be present in classrooms and throughout the campus to reinforce school wide expectations as well.

Family engagement will be encouraged and expected at nightly and school wide events like Back to School, ELA, Math, Science and technology 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.

Community members will also be encouraged to join our efforts through our mentoring program that will pair members with scholars in need of additional champions of success. These community members can add to the school day by having lunch meetings, weekly check ins and other conversations that center around the work it takes to be a successful scholar.