Gulfport Montessori Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Gulfport Montessori Elementary School

2014 52ND ST S, Gulfport, FL 33707

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SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

100% Success for All Scholars

School Leadership Team, Stakeholder Involvement and SIP Monitoring

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

Name	Position Title	Job Duties and Responsibilities
Zeller, Ashlea	Principal	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. The Principal will lead and collaborate with instructional leadership team members to address student and staff needs and ensure implementation of all educational initiatives. - SAC Member - Facilitator of PLC - Instructional Leader of PD - Data Review of Student Performance - Oversee Operation and Campus Safety
Harris, Tameka	Assistant Principal	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. - Test Coordinator - Facilitator of PLC - Instructional Leader of PD - Data Review of Student Performance - Oversee Operation and Campus Safety
Hackett, Allison	Instructional Coach	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: - tiered content professional development - facilitate collaborative planning to ensure rigorous benchmarks aligned resources are implemented - coteaching support to address implementation of the OCRE content - provide coaching feedback for reflective teacher conversations - promote best practices and 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 - review and plan for extended learning opportunities in and out of the school day
Khoury, Barbara	Instructional Coach	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

Name	Position Title	Job Duties and Responsibilities
		classrooms. Interventions include Nemours, LLI, UFLI, IRLA, JRGR, Footprints, Repeated Reading, ORF, NWF, using AIMS web as formative assessment.
Petruccelli, Dayna	Instructional Coach	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: - 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 - review and plan for extended learning opportunities in and out of the school day
Anthony, Annette	Magnet Coordinator	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.
Ward, Tessa	Behavior Specialist	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.
Gray, Ashley	Math Coach	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: - tiered content professional development - facilitate collaborative planning to ensure rigorous benchmarks aligned resources are implemented - coteaching support to address implementation of the CORE content - provide coaching feedback for reflective teacher conversations - promote best practices and work within the new BEST standards - plan and meet with the Assistant Principal and Principal to align coaching

Name	Position Title	Job Duties and Responsibilities
		support - review of Math data and plan for intervention - review and plan for extended learning opportunities in and out of the school day

Stakeholder Involvement and SIP Development

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

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

To develop the School Improvement Plan, our school team met to discuss the work from the 22-23 school year and reflect on our previous goals. The team consisted of the School Principal and AP, instructional content coaches, a teacher representative from primary and intermediate grades, our school guidance counselor, behavior specialist and a paraprofessional who assists with instruction within the classroom. The team shared ideas and drafted three goals that we feel will continue to work on raising student achievement, promoting a positive culture for all and continuing to meet the needs of all of our learners. We will then share our draft ideas to our SAC and our entire school faculty during our pre-school week. Teachers and staff members will be able to provide any feedback that address new action items or edits of already existing goals. Parents will have the chance to provide any additional feedback during our Meet the Teacher event in early August.

SIP Monitoring

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

Our SIP will be monitored at the end of each quarter to address meeting our action items in pursuance of our goals. We will share our goals with our school faculty and check in during our data PLC's after PM1 and PM2. We will share our SIP during our Title 1 Annual meeting evening and along the way during our student led conferences, nightly academic events as well as through our school wide communication in either via email or newsletter form.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	85%
2022-23 Economically Disadvantaged (FRL) Rate	100%

Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024*	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: D 2018-19: D 2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	K	1	2	3	4	5	6	7	8	Total
Absent 10% or more days	34	18	27	25	21	22	0	0	0	147
One or more suspensions	6	2	1	14	6	0	0	0	0	29
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	31	9	16	0	0	0	56
Level 1 on statewide Math assessment	0	0	0	22	13	13	0	0	0	48
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

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

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

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	41	43	36	44	28	0	0	0	192
One or more suspensions	0	2	4	2	1	2	0	0	0	11
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	25	19	19	0	0	0	63
Level 1 on statewide Math assessment	0	0	0	22	5	28	0	0	0	55
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	18	6	7	0	0	0	31

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	2	0	14	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	41	43	36	44	28	0	0	0	192
One or more suspensions	0	2	4	2	1	2	0	0	0	11
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	25	19	19	0	0	0	63
Level 1 on statewide Math assessment	0	0	0	22	5	28	0	0	0	55
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	18	6	7	0	0	0	31

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	2	0	14	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	36	54	53	34	55	56	34		
ELA Learning Gains				51			36		
ELA Lowest 25th Percentile				58			33		
Math Achievement*	42	61	59	39	51	50	37		
Math Learning Gains				54			41		
Math Lowest 25th Percentile				57			22		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	51	62	54	43	62	59	34		
Social Studies Achievement*					65	64			
Middle School Acceleration					52	52			
Graduation Rate					57	50			
College and Career Acceleration						80			
ELP Progress		64	59						

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

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	153
Total Components for the Federal Index	4
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	336
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	4	4
ELL				
AMI				
ASN				
BLK	27	Yes	4	1
HSP	43			
MUL	64			
PAC				
WHT	72			
FRL	37	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	26	Yes	3	3
ELL				
AMI				
ASN				
BLK	40	Yes	3	
HSP	61			
MUL	66			
PAC				
WHT	64			
FRL	47			

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	36			42			51					
SWD	26			37							3	
ELL												
AMI												
ASN												
BLK	26			33			27				4	
HSP	29			57							2	
MUL	55			73							2	
PAC												
WHT	72			59			86				3	
FRL	34			39			50				4	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	34	51	58	39	54	57	43					
SWD	13	38		17	54		10					
ELL												
AMI												
ASN												
BLK	21	45	59	24	44	52	36					
HSP	44	55		71	75							
MUL	67			64								
PAC												
WHT	63	56		66	72							
FRL	32	50	57	35	52	63	39					

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	34	36	33	37	41	22	34					
SWD	19			12	10		20					
ELL												

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK	20	23	27	26	33	20	20					
HSP	41			53								
MUL												
PAC												
WHT	64	55		55	60		72					
FRL	32	37	38	31	36	19	31					

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	47%	57%	-10%	54%	-7%
04	2023 - Spring	49%	58%	-9%	58%	-9%
03	2023 - Spring	22%	53%	-31%	50%	-28%

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	36%	62%	-26%	59%	-23%
04	2023 - Spring	56%	66%	-10%	61%	-5%
05	2023 - Spring	40%	61%	-21%	55%	-15%

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	49%	60%	-11%	51%	-2%

III. Planning for Improvement

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

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

Our lowest performing group was our 3rd grade ELA results. Contributing factors to this performance include loss of learning time in 1st grade, increased absences throughout the grade, increased behavior that resulted in loss of learning time, teachers understanding of the new benchmarks and expectations and new testing platform.

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

The area that we had the greatest decline is in 3rd grade ELA proficiency. Our factors that attributed to this decline were referrals, attendance and teacher comprehension of the depth of our new benchmarks.

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

Our 3rd grade ELA scores had the greatest gap in comparison to the State ELA average for the grade level. The trend overall for this cohort of scholars has shown a greater need for more reading foundational skills and self-regulation during school hours. Another contributing factor for this cohort of scholars is the new platform for testing and the benchmarks worked with this year in ELA.

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

Our 4th grade Math performance showed the greatest improvement. Last year we implemented small group instruction with fidelity and were able to use the data from unit assessments to make quick instructional shifts and provide spiraled, scaffolded lessons to those who were not demonstrating proficient understanding.

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

One area of concern is the number of level 1 scholars in 3rd grade ELA. Another area of concern is the number of 4th graders we will have this year with 2 or more early warning signs.

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

Our number one priority is to increase the overall proficiency in our 4th grade cohort of scholars. Our second priority will be to continue to increase our math proficiency to compete with the state average. Our third priority will be to increase the overall attendance of our scholars. We would like to see the number of scholars who do not attend school daily decrease to only 10% instead of the 30%+ in each grade level.

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

#1. Instructional Practice specifically relating to ELA

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

Assessment data from FAST & STAR Early Literacy/Reading for the 2022-2023 school year, showed scholars performed at various proficiency rates throughout the grade levels. Grade levels who met or exceeded the goals set in the previous academic year, demonstrated a strong foundation in the area of reading. Scholars who did not met their proficiency goal will continue to receive additional learning opportunities and interventions in the area of Reading. Teachers will continue to be supported through our onsite planning, co-teaching and PLC data reviews to increase their understanding of ELA benchmarks and grade level task aligned assignments.

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

By October 2023, 100% of ELA teachers K-5 will attend weekly PLCs and monthly module roll-outs to focus on BEST benchmarks, student engagement and best teaching practices.
As a result of further teacher understanding and reflection of practice, we expect to see a rise of 10% in our overall grade level proficiency scores as measured by the final round of FAST assessments during PM3.

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. We will also continue to implement the use of data binders for our teachers to monitor proficiency rates, attendance, module testing data and other applicable information that yields positive academic achievement.

Person responsible for monitoring outcome:

Ashlea Zeller (zellera@pcsb.org)

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

Our school will create a schedule that includes common planning for ELA and ESE teachers in each grade level. This planning time with focus on best practices for all scholars including those who have been identified under our two ESSA categories - AA and SWD. During this common planning time, instructional coaches will discuss and plan with grade level teams for small group reading routines which will increase the overall achievement of our scholars.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

In the 2022-2023 school year our data has shown growth for many scholars using specific reading routines like the Flamingo model, UFLI, and IRLA. Overall ELA proficiency in grades 3-5 saw an increase of 6%. In grades K-2, scholars displayed reading proficiencies ranging from 50 - 65% of the grade level.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Instructional coach creates planning protocol tool for use during weekly PLCS.

Person Responsible: Allison Hackett (hacketta@pcsb.org)

By When: Our weekly content area PLC's will begin meeting on Monday, August 21st and continue throughout the entire school year.

Instructional leadership team will complete walk-throughs with written feedback to correlate work planned in PLC with classroom instruction.

Person Responsible: Ashlea Zeller (zellera@pcsb.org)

By When: Instructional walk-throughs will begin the August 28th and continue throughout the remainder of the school year.

Teachers will engage in monthly data reviews to focus on benchmarks where scholars are demonstrating proficiency and benchmarks that are falling below 70%. During this data review, specific benchmarks will be mapped out for intervention during the next few weeks of instruction.

Person Responsible: Allison Hackett (hacketta@pcsb.org)

By When: Our data PLC will start in September of 2023 and continue each month throughout the academic school year.

Teachers will be expected to have a variety of data displays throughout the classroom. Scholars will have a working knowledge of their scores and set goals for future assessments.

Person Responsible: Tameka Harris (harristam@pcsb.org)

By When: Data displays will be set as an expectation during our pre-school conversations with grade level teams and Administration

2nd through 5th grade teachers will be expected to use online assessments to closely emulate the assessment format

Person Responsible: Allison Hackett (hacketta@pcsb.org)

By When: From the start of the 2023-2024 school year, all ELA assessments will be delivered through online platforms.

All K-5 ELA teachers will engage in PD and PLC work around increasing the use of technology and technological components when reading text online in small group.

Person Responsible: Allison Hackett (hacketta@pcsb.org)

By When: From the start of the 2023-2024 school year, ELA planning will focus on the use of online resources, curriculum and platforms to better prepare our scholars for online testing and reading.

New to K-2nd grade teachers will engage in self-paced online Flamingo model work. This work will be supported on site by our PELI coach.

Person Responsible: Tameka Harris (harristam@pcsb.org)

By When: From the start of the 2023-2024 school year, online learning modules will be shared to new teachers using the Flamingo small group reading routine for the first time at Gulfport Montessori Elementary.

Teachers and other instructional staff will be encouraged to participate in offering before, during and after school small group reading activities.

Person Responsible: Annette Anthony (anthonya@pcsb.org)

By When: From the start of the 2023-2024 school year, Ms. Anthony will organize and draft our ELP plan to include many clubs, groups and activities.

All teachers will engage in PD specifically focused on using platforms to gamify the ELA benchmarks that scholars are not demonstrating proficiency in.

Person Responsible: Allison Hackett (hacketta@pcsb.org)

By When: JEPD will occur during our weekly PLC. We will also include this learning in our 45 minute after school planning sessions each month.

#2. Instructional Practice specifically relating to Math

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

Assessment data from FAST & STAR Math for the 2022-2023 school year showed an increase of 6% in our overall proficiency scores in Math. Even though we were able to show growth, our school team still values the work needed to raise our proficiency rates in this content area. Teachers will continue to be supported through our onsite planning, co-teaching and PLC data reviews to increase their understanding of Math benchmarks and grade level task aligned assignments.

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

By October 2023, 100% of our Math and ESE teachers K-5 will attend weekly PLCs and monthly module to focus on BEST benchmarks, student engagement and best teaching practices.
As a result of further teacher understanding and reflection of practice, we expect to see a rise of 10% in our overall grade level proficiency scores as measured by the final round of FAST assessments during PM3. We will also see our two ESSA subgroups - AA and SWD - meet our goal of 41% proficient.

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. We will also continue to implement the use of data binders for our teachers to monitor proficiency rates, attendance, unit and benchmark testing data and other applicable information that yields positive academic achievement.

Person responsible for monitoring outcome:

Ashlea Zeller (zellera@pcsb.org)

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

Our school will create a schedule that includes common planning for Math and ESE teachers in each grade level. This planning time with focus on best practices for all scholars including those who have been identified under our two ESSA categories - AA and SWD. During this common planning time, instructional coaches will discuss and plan with grade level teams for small group math lessons and student engagement in collaborative structures that focus on student understanding of mathematical concepts.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

In the 2022-2023 school year our data has shown growth for many scholars using lessons designed for small group instruction with a focus on student engagement in showing work and student understanding through exit slip documentation.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Instructional coach will create a lesson planning protocol tool for weekly common planning.

Person Responsible: Ashley Gray (graya@pcsb.org)

By When: Starting the week of August 21st, grade level teams will meet with our math coach to plan small group math lessons related to specific benchmarks taught in the unit.

Instructional leadership team will complete walk-throughs with written feedback to correlate work planned in PLC with classroom instruction.

Person Responsible: Ashlea Zeller (zellera@pcsb.org)

By When: Starting the week of August 28th, the instructional leadership team will complete classroom walk-throughs with written feedback through the remainder of the academic year.

All k-5 math teachers will attend unit roll-outs to learn best practices and ways to engage students in the mathematical practices and processes.

Person Responsible: Ashley Gray (graya@pcsb.org)

By When: During our first PLC, the math coach will promote the dates of the roll out and share expectations of attendance.

All k-5 grade Math teachers will attend PLCs about the use of interactive notebooks.

Person Responsible: Ashley Gray (graya@pcsb.org)

By When: The use of interactive notebooks will be shared during our grade level expectation meetings.

All k-5th grade math teachers will attend PD about the use of thinking maps within their mathematical classroom. Specifically designed maps will be created as bell work to increase number sense.

Person Responsible: Tameka Harris (harristam@pcsb.org)

By When: PD will be held during Pre-school week in August. Map implementation will be rolled out during the first 8 weeks of instruction.

Teachers will use benchmark aligned exit slips, online manipulatives and online re-teaching resources to assess and instruct grade level mathematical benchmarks.

Person Responsible: Tameka Harris (harristam@pcsb.org)

By When: Online resources and manipulatives will be shared during our fist planning PLC the week of August 21st, These resources will continue to be shared throughout the school year.

#3. Instructional Practice specifically relating to Science

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

For the 2023-2024 school year, we will continue to focus on raising our overall science proficiency as measured by the State Science assessment. Having 49% of our scholars demonstrate proficiency, which is an increase of 6% from last year, our goal is to still increase those scholars leaving 5th grade with on grade level skill in the area of science. Teachers will continue to work on their understanding of grade level alignment, understanding of scientific vocabulary and the instructional delivery through experimental and inquiry based learning.

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

Our school goal for science will be to raise our overall science proficiency by 10% from 49% in 2023 to 59% in 2024.

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, classroom walk-throughs and data chats that will focus on proficiency rates through Bid Ideas assessment and benchmark science testing.

Person responsible for monitoring outcome:

Ashlea Zeller (zellera@pcsb.org)

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

In the 2022-2023 school year our data has shown growth for many scholars using specific small group vocabulary instruction routines. This routine includes 60 science tier 3 words that give scholars a deeper understanding of their meaning in science context. For our scholars in our 2 categories - AA and SWD - explicit vocabulary instruction routine was helpful to aiding to their overall understanding of science concepts.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

In the 2023 science assessment, our science proficiency rose from 43% to 49%. This 6% increase is directly correlated to increased reading ability and comprehension of tier 3 science vocabulary.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Encourage more STEM Sponsors to open STEM club to all grade levels. As well as encourage more 4th and 5th grade scholars to participate in the STEM club after school.

Person Responsible: Dayna Petruccelli (petruccellid@pcsb.org)

By When: At the start of the 2023-2024 school, we will promote our after school clubs and opportunities.

Teachers in 5th grade will use Study Island as an added component to the science block. Data from the program will be monitored by our science coach and incentives and rewards will be provided and displayed in prominent areas on campus.

Person Responsible: Dayna Petruccelli (petruccellid@pcsb.org)

By When: Study Island program will be implemented in September of 2023.

Small group vocabulary instruction will be implemented into the science block in 4th and 5th grade. This specific vocabulary instruction will focus on 60+ words that scholars will need to understand in order to be proficient in the area of science.

Person Responsible: Dayna Petruccelli (petruccellid@pcsb.org)

By When: This power 60 word routine will begin in January of 2024.

The scholars in K-5th grade will have access to the Science lab for experimental learning labs.

Person Responsible: Dayna Petruccelli (petruccellid@pcsb.org)

By When: The science lab will be open for grade levels for the entire academic school year.

Extended learning opportunities will be given to 5th grade during the day to increase their access to science in a gamified way; for example, Kahoots, Gimkit, videos.

Person Responsible: Dayna Petruccelli (petruccellid@pcsb.org)

By When: Additional opportunities will occur 6 weeks out of the 9 week quarters.

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

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

After reviewing our data from the 2022-2023 school year, our team would like to continue to focus on reducing the number of scholars who have one or more early warning indicators. We will focus specifically on reducing the number of scholars who are out 10% or more, have out of school suspensions or scored a level one on either Math or ELA FAST assessments.

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

Our goal for the end of the 2023-2024 school year will be to reduce the number of scholars who have 10% or more days out of school to 10 scholars or less. We would also like to reduce our referrals by 10% in the coming school year. For our final goal in this area, we would like to reduce our number of scholars scoring at a level 1 in ELA or Math to 10 or less scholars.

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

Data towards our goals will be monitored by our MTSS team for behavior and academics. Our CST team, MTSS members and behavior specialist will share out our progress towards meeting the above stated goals.

Person responsible for monitoring outcome:

Barbara Khoury (khouryb@pcsb.org)

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

Our intervention for the 2023-2024 school year will be to specifically monitor the above goals and implement whole school monitoring systems and incentives towards our goal. We will specifically identify our scholars who fall into our 2 categories for monitoring purposes.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

If we as a school community focus our attention to the three factors that we can change for scholars (attendance, referrals and academic improvement), then our goal will be met to reduce the warning signs for scholars who typically would attain barriers to success.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

The CST team members will continue to monitor daily attendance and communicate with families in regards to the importance of attending school.

Person Responsible: Ashlea Zeller (zellera@pcsb.org)

By When: The CST team will meet bi-monthly to monitor K-2 and 3-5 attendance numbers.

Create and maintain the 95% attendance club. The leader board will be displayed in a common area on campus and show the grade level with the highest level of attendance - setting the goal of 95% daily attendance.

Person Responsible: Barbara Khoury (khouryb@pcsb.org)

By When: At the start of the school year, the attendance board will be created. It will be shared during pre-school week with teachers and families and then monitored and updated by our Family & Community Liaison throughout the year.

Tier 2 behavior social skills groups will be created to assist those scholars with self-regulation and positive peer interactions.

Person Responsible: Barbara Khoury (khouryb@pcsb.org)

By When: After the first three weeks of school, data will be collected and 2 groups will occur twice a week for the remainder of the school year.

Student led conferences and showcases will occur each semester to share data with families.

Person Responsible: Tameka Harris (harristam@pcsb.org)

By When: The dates will be set in October and February.

Teachers will have goal setting data conferences with scholars prior to the testing windows encouraging scholars to know their own data in ELA and Math.

Person Responsible: Tameka Harris (harristam@pcsb.org)

By When: Dates will be set prior to the testing windows being published by our school.

PBIS expectation assemblies will be held at the beginning, middle and towards the end of the school year to address school wide expectations.

Person Responsible: Ashlea Zeller (zellera@pcsb.org)

By When: First three days of school, first three days upon returning from winter break, first three days returning from spring break

Scholars will be recognized for their accomplishments in and out of the classroom during our monthly Bulldog Bashes. Scholars will be recognized for achievements in the classroom, Art, music, PE, attendance, citizenship and other special recognitions.

Person Responsible: Ashlea Zeller (zellera@pcsb.org)

By When: At the beginning of every month starting in September.

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

Pinellas County Schools Superintendent and the Pinellas County School Board have invested in a strong support structure that creates an increasing number of strategies and interventions to support schools in need. The district has robust systems, processes, and measures to continually review the progress in the schools in support of their continued improvement. Data review has informed the various aspects of this plan. It connects several ongoing monitoring systems to support the schools in alignment with the domains for school turnaround: Effective Leadership, Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement. The Leadership Team will continue to meet

weekly to monitor the progress of our Differentiated Accountability (DA) schools. Issues identified in the process include but are not limited to the following: teacher concerns, staffing model, technology, facilities, instructional practices, the effectiveness of School-based Leadership Teams, coaching support model, allocation of resources, progress monitoring, and student performance. The team evaluates identified issues weekly and establishes a plan of action to resolve them effectively and efficiently.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 Gulfport, we will focus on K-2 teachers and instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports and thinking maps, school-based professional development, cycles of coaching, PLC's related to grade level benchmarks and classroom walk-throughs with targeted feedback.

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

At Gulfport, we will focus on our3-5 ELA teachers and instruction, where we target the work in small groups and intervention. The focus for our teachers will be delivered and reinforced in PLC work, classroom walk-throughs with targeted feedback and cycles of coaching.

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 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 Measurable Outcomes

50% of our K-2 scholars will meet grade level expectations in ELA using the STAR assessment during PM 3.

Grades 3-5 Measurable Outcomes

5-% of our 3-5 scholars will score at a level 3 or above in ELA using the FAST assessment in PM 3.

Monitoring

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 impact student achievement outcomes.

The grade level teams will meet weekly to monitor assessments and exit tickets related to grade level benchmarks in ELA. Teams will also meet monthly to discuss the specific data related to ongoing progress monitoring at the district level. Teams will also use data from STAR in PM 1 and PM 2 to drive data decisions for classroom small groups as well as intervention groups. Our goal is that the more closely data is monitored and used to shape instructional decisions, the greater the overall academic performance of our scholars will be.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Zeller, Ashlea, zellera@pcsb.org

Evidence-based Practices/Programs

Description:
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. §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?

In our classrooms we will provide print rich, explicit, systematic, and scaffolded instruction to our scholars. We will teach the process of decoding and analyzing word parts. An intentional focus on vocabulary instruction will be seen in our small groups.

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

To develop literacy, students need instruction in two related sets of skills: foundational reading skills and reading comprehension skills. Employing the evidence-based strategies and action steps will enable scholars to read words, relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read.

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
Our School Literacy Leadership Teams are meeting regularly to look at data to make informed decisions about what professional learning and supports need to be in place to maximize student growth in reading.	Zeller, Ashlea, zellera@pcsb.org
Our School Literacy Leadership Team plan family reading nights grounded in family-friendly evidence-based practices to support the homeschool connection.	Hackett, Allison, hacketta@pcsb.org
Our ELA coach and PELI coach prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching, modeling, and mentoring in classrooms daily.	Zeller, Ashlea, zellera@pcsb.org
Literacy coaches support and train teachers to administer assessments, analyze data and use data to differentiate instruction.	Hackett, Allison, hacketta@pcsb.org
At Gulfport we will ensure a structure for ongoing formative assessment is in place to determine where instruction should be modified to meet individual student needs.	Harris, Tameka, harristam@pcsb.org
Our SBLT will utilize a walkthrough tool to provide feedback to teachers to communicate and highlight how evidence-based practices learned as a part of the Pinellas Early Literacy Initiative professional development are impacting student achievement within the classroom.	Zeller, Ashlea, zellera@pcsb.org
At Gulfport, Professional Learning Communities (PLCs) are guided by assessment data and are ongoing, engaging, interactive, collaborative, and job-embedded and provide time for teachers to collaborate, research, conduct lesson studies, and plan instruction.	Hackett, Allison, hacketta@pcsb.org
School-based teams support Pinellas Early Literacy Initiative professional learning sessions on the science of reading and evidence-based literacy instruction, materials, and assessment supported by the University of Florida Lastinger Center.	Zeller, Ashlea, zellera@pcsb.org

Title I Requirements

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

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

At Gulfport Montessori we provide all documents via our website and in our Parent Resource Center in the conference room in the Front Office. In addition, we share the documents at our annual Title 1 Meetings and our PTA and SAC events. Our school website is: https://www.pcsb.org/gulfport-es

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

We have several family engagement opportunities at Gulfport for students, parents, grandparents and other family members. Some of our family events are celebratory for the scholars' academics and achievements through our Bulldog Bash, some nights are to help families learn how to support their scholars at home in the core content areas and other activities support ways to engage in the use of technology. The events that we host focus on ELA, Science, STEM, Math, Student Led Conferences, Chorus and performing arts. Our PTA also supports some of our events and partners with us to provide additional family experiences throughout the year.

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

We have developed a plan that focuses on small group instruction and high-yield strategies to increase our overall academic success. Using planning time with our teachers to address ways in which we can protect the learning time of our scholars while increasing the overall understanding of our new benchmarks will be a key component of our work this year. We will also have a strong focus on attendance for all of our grade levels to strengthen our academic program.

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

N/A