

The School District of Lee County

Gulf Elementary School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	17
Positive Culture & Environment	21
Budget to Support Goals	22

Gulf Elementary School

3400 SW 17TH PL, Cape Coral, FL 33914

<http://gfe.leeschools.net/>

Demographics

Principal: Kim Verblauw

Start Date for this Principal: 7/1/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	45%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (66%) 2017-18: A (64%) 2016-17: A (62%) 2015-16: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

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

School Board Approval

This plan is pending approval by the Lee 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	12
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	22

Gulf Elementary School

3400 SW 17TH PL, Cape Coral, FL 33914

<http://gfe.leeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	58%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	40%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

School Board Approval

This plan is pending approval by the Lee 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.

To create a community of learners who are equipped with the knowledge, strength of character, and desire to reflect on the past, achieve in the present, and build for the future.

Provide the school's vision statement.

To be a World Class School.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Verblaauw, Kim	Principal	Ensuring continuous improvement in measurable student performance and achievement, customer satisfaction, performance management, and compliance.
Beckman, Dawn	Assistant Principal	Assist the Principal in ensuring continuous improvement in measurable student performance and achievement, customer satisfaction, performance management, and compliance. Assist the Principal in the overall administration and operation of the school.
Myers, Jennifer	Instructional Coach	<p>Plan and organize the school administration of all District-wide assessments.</p> <p>? Provide training to all teachers regarding appropriate test administration procedures.</p> <p>? Collaborate with school colleagues, especially the Technology Specialist, to ensure proper preparation for assessment administration.</p> <p>? Accurately distribute, manage, and return all assessment materials.</p> <p>? Attend District test administration and interpretation workshops.</p> <p>? Maintain accurate test administration records (i.e., absences, invalidations, etc.)</p> <p>? Ensure availability to answer questions from teachers and parents.</p> <p>? Report any assessment irregularities to the principal and District testing director.</p> <p>? Adhere to District policies and procedures.</p>
Resendes, Rachelle	Teacher, K-12	Assist in the coordination of all services and program elements in the Florida Primary Education Program. Provide inservice and technical assistance to primary teachers, support personnel, and parents in a team approach to instruction. Assist and support the classroom teacher in screening students, matching, and implementing teacher strategies and evaluating progress. Assist in the coordination of services for students requiring further assessment and subsequent placement into special programs.
Pink, Ashley	Teacher, ESE	<p>Facilitate regular department meetings and activities.</p> <p>? Serve as liaison for the ESE Department with the school administration and District staff.</p> <p>? Gather information, compile reports and surveys, and other required data for administrative use at school or District level.</p> <p>? Attend District ESE Department meetings monthly to bimonthly.</p> <p>? Provide District ESE Department information to school ESE personnel.</p> <p>? Monitor the completion of end-of-year requirements by ESE teachers.</p> <p>? Assist new teachers in orientation to school, District policies, procedures, and</p>

Name	Title	Job Duties and Responsibilities
		<p>available instructional materials.</p> <p>? Assist in requests, distribution, and inventory of textbooks and other instructional materials.</p> <p>? Facilitate articulation with all grade levels for curricular improvement.</p> <p>? Assist with the development of the annual school budget and monitor the department budget.</p> <p>? Adhere to District policies and procedures.</p>

Demographic Information

Principal start date

Sunday 7/1/2012, Kim Verblaauw

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

Total number of teacher positions allocated to the school

53

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	45%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students

School Grades History	2018-19: A (66%) 2017-18: A (64%) 2016-17: A (62%) 2015-16: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	150	165	167	185	180	199	0	0	0	0	0	0	0	1046
Attendance below 90 percent	4	6	10	6	8	13	0	0	0	0	0	0	0	47
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	9	4	5	3	1	0	0	0	0	0	0	0	22
Course failure in Math	0	2	0	3	3	0	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide ELA assessment	0	0	0	0	5	6	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	10	0	0	0	0	0	0	0	14

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Saturday 10/24/2020

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	173	167	171	211	195	187	0	0	0	0	0	0	0	1104
Attendance below 90 percent	18	16	20	22	23	22	0	0	0	0	0	0	0	121
One or more suspensions	2	0	0	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	9	9	4	4	16	9	0	0	0	0	0	0	0	51
Level 1 on statewide assessment	0	0	19	19	29	20	0	0	0	0	0	0	0	87

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	8	10	8	10	12	9	0	0	0	0	0	0	0	57

The number of students identified as retainees:

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	173	167	171	211	195	187	0	0	0	0	0	0	0	1104
Attendance below 90 percent	18	16	20	22	23	22	0	0	0	0	0	0	0	121
One or more suspensions	2	0	0	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	9	9	4	4	16	9	0	0	0	0	0	0	0	51
Level 1 on statewide assessment	0	0	19	19	29	20	0	0	0	0	0	0	0	87

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	8	10	8	10	12	9	0	0	0	0	0	0	0	57

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	75%	57%	57%	71%	55%	55%
ELA Learning Gains	64%	56%	58%	54%	53%	57%
ELA Lowest 25th Percentile	57%	50%	53%	33%	49%	52%
Math Achievement	77%	62%	63%	76%	60%	61%
Math Learning Gains	69%	65%	62%	70%	60%	61%
Math Lowest 25th Percentile	53%	54%	51%	63%	50%	51%
Science Achievement	66%	52%	53%	66%	51%	51%

EWS Indicators as Input Earlier in the Survey

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

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	77%	58%	19%	58%	19%
	2018	73%	55%	18%	57%	16%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	77%	55%	22%	58%	19%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	73%	53%	20%	56%	17%
Same Grade Comparison		4%				
Cohort Comparison		4%				
05	2019	74%	54%	20%	56%	18%
	2018	67%	52%	15%	55%	12%
Same Grade Comparison		7%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	80%	61%	19%	62%	18%
	2018	74%	58%	16%	62%	12%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	77%	62%	15%	64%	13%
	2018	72%	58%	14%	62%	10%
Same Grade Comparison		5%				
Cohort Comparison		3%				
05	2019	76%	58%	18%	60%	16%
	2018	82%	57%	25%	61%	21%
Same Grade Comparison		-6%				
Cohort Comparison		4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	69%	50%	19%	53%	16%
	2018	67%	52%	15%	55%	12%
Same Grade Comparison		2%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	29	45	54	32	45	40	20				
ELL	59	44		59	56						
ASN	73			91							
BLK	46	62		63	69						
HSP	71	66	57	71	66	51	62				
MUL	71	59		68	65						

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
WHT	79	64	57	82	71	55	75				
FRL	68	61	59	73	67	55	63				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	24	33	26	25	55	44	31				
ELL	36	36	25	55	53	50					
ASN	83			92							
BLK	61	43		50	57						
HSP	59	49	36	65	62	59	52				
MUL	73	69		62	63						
WHT	77	65	51	83	71	79	71				
FRL	65	57	45	73	67	53	57				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	30	38	18	37	47	31					
ELL	8	25	20	50	69						
ASN	80			80							
BLK	55	77		65	62						
HSP	59	43	21	65	65	61	51				
MUL	81			75							
WHT	76	57	39	82	73	68	73				
FRL	59	47	31	66	60	60	51				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	524
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	82
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	60
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	63
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	69
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	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

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

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

Students with disabilities showed the lowest performance in both ELA and Mathematics. According to the 2017-2018 Data listed at EDU Data, SWD ELA Achievement 24%, ELA Learning Gains 33%. L25 26%. SWD Mathematics achievement 25%, Learning Gains 55%, and L25 44%

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

Same grade comparison for grade 5 mathematics dropped 6% points. The factors that contributed to this decline is a result of different students testing. You are not comparing the same cohort of students. The FSA mathematics format also changed from computer based to paper based.

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.

The school out performed District and State averages in all areas in overall achievement.

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

Grade 4 ELA achievement increased 4% points in both the grade level and cohort comparisons. Students attended a 60 minute reading intervention block with a general education teacher and ESE teacher, the test went from computer based to paper based

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

Students with Disabilities.

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

1. Students with Disabilities
2. Attendance

- 3. Self-Regulation
- 4. L25 Mathematics
- 5. ELA

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	31 students scored a level 1 or 2 on the FCAT Science Assessment. Physical Science has been identified as an area for improvement.
Measurable Outcome:	Increase the % of students scoring levels 3-5 on Grade 5 FCAT Science from 67 to 70 as measured by the FY20 Science FCAT.
Person responsible for monitoring outcome:	Kim Verblaaauw (kimberlyav@leeschools.net)
Evidence-based Strategy:	All activities in a student's science education should be based on science as inquiry. 30 minutes of science in grade K-3 and 45 minutes science instruction in grades 4 & 5. Students also attend STEM special 1x per week for 30 minutes.
Rationale for Evidence-based Strategy:	According to the National Science Education Standards, engaging students in inquiry serves the following five essential functions: Assists in the development of understanding of scientific concepts, helps student "know how we know" in science, develops an understanding of the nature of science, develops the skills necessary to become independent inquiries about the natural world, and develops the dispositions to use the skills, abilities, and habits of mind.

Action Steps to Implement

1. Alignment of instruction across the curriculum- PLC/Collaborative Planning
2. Interactive science journals- student work samples
3. Compass report data
4. STEM lessons focusing on grade 4 & 5 FCAT Science assessed items
5. Classroom walk throughs during essential science labs

Person Responsible Kim Verblaaauw (kimberlyav@leeschools.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: We decreased 11 points from the previous year for students identified in L25 making learning gains in Mathematics. SWD have been identified with a 10 point difference from NDP as measured on the FSA mathematics assessment.

Measurable Outcome: During the 2019-2020 school year, Gulf Elementary will increase the the % of students making learning gains in the L25 from 53% to 58% points as measured by the FSA Mathematics Assessment.

Person responsible for monitoring outcome: Kim Verblaauw (kimberlyav@leeschools.net)

Evidence-based Strategy: STAR math Core progression path. Math intervention time built into the schedule to allow an opportunity to work on skills not mastered.

Rationale for Evidence-based Strategy: Interim periodic assessments help educators match the level of instruction and materials to the ability of each student, measure growth throughout the year, predict outcomes on mandated state tests, and track growth in student

Action Steps to Implement

1. STAR Math quarterly progress & adjust groups as needed from the data- PLC
2. Review weekly math assessments
3. 75 minutes per week extended math intervention time with certified personnel- Master Schedule
4. Professional development provided on campus- PD documentation reflection sheet
5. Classroom walk throughs
6. Common Assessments, FAST Math

Person Responsible Kim Verblaauw (kimberlyav@leeschools.net)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: SWD ELA Proficiency in grades 3-5: 27%
17/18 Achievement Gap in ELA =48%
SWD Math Proficiency in grades 3-5: 80%
17/18 Achievement Gap in Mathematics:51%

Measurable Outcome: During the 2019-2020 school year, Gulf Elementary will decrease the achievement gap for students with disabilities in ELA from 48% to 41%.

Person responsible for monitoring outcome: Kim Verblaauw (kimberlyav@leeschools.net)

Evidence-based Strategy: Comprehensive support for students & enhanced cultural competence.

Rationale for Evidence-based Strategy: "Strategies for Closing the Achievement Gaps." National Education Association. <http://www.nea.org//home/13550.htm>

Action Steps to Implement

1. Comprehensive support for students- work with community agencies, identify students who need additional support and students in 1-3 will attend 45 min. daily intervention block staffed by qualified teachers. Students in grade 4 & 5 will attend 60 min. daily intervention block.
2. Enhanced Cultural Competence: consider students' diversity to be an assess, increase faulty's cultural competence, understand and capitalize on students' culture, abilities, resilience, and effort.

Person Responsible Kim Verblaauw (kimberlyav@leeschools.net)

#4. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale:	To be successful in school, students need to be able to cooperate with adult rules and requests, participate constructively in classroom activities, and get along with their peers (Thompson & Raikes, 2007). This requires self regulation, the ability to control and manage emotions, thoughts, and behaviors (Barkley, 2004; McClelland, Ponitz, Messersmith, & Tominey, 2010). Self-regulation helps students focus their attention, remember directions, stay on task, cope with emotional challenges, and get along with teachers and other students. Unfortunately, many children enter school without adequate levels of these skills (Lin, Lawrence, & Gorrell, 2003; Raver & Knitzer, 2002).
Measurable Outcome:	Prior to the end of the 2019-2020 school year, teachers will administer the 2nd STEP Skills assessment. When compared to the baseline, there will be a 33% average increase in student social emotional skills, as measured by the 2nd STEP assessment.
Person responsible for monitoring outcome:	Kim Verblaaauw (kimberlyav@leeschools.net)
Evidence-based Strategy:	Research shows that students' social problem-solving skills can be improved (Denham & Almeida, 1987). Teaching these skills reduces impulsive behavior, improves social adjustment, and prevents violence and other problems that affect the success of children and youth (Hawkins, Farrington, & Catalano, 1998; Shure & Spivack, 1980, 1982; Tolan & Guerra, 1994). The skills taught in the Second Step program, adapted from cognitive-behavioral research based on a social information-processing model (Crick & Dodge, 1994; Spivack & Shure, 1974), are designed to scaffold students' ability to handle interpersonal conflicts effectively.
Rationale for Evidence-based Strategy:	Social-emotional competencies are key academic enablers that help form the bridge between instruction and learning. Social-emotional and cognitive development are interdependent (Flook, Repetti, & Ullman, 2005), and 20 years of research has shown that children need a strong foundation of social-emotional competence to succeed in school (Raver, 2002). Students who are socially and emotionally skilled score higher on standardized tests (Malecki & Elliott, 2002; Teo, Carlson, Mathieu, Egeland, & Sroufe, 1996; Wentzel, 1993). Compared to their peers, students who participate in social-emotional learning programs like school more, feel more connected to school; have more positive attitudes toward themselves & others; show more positive social behaviors in school; have fewer conduct problems, lower levels of emotional distress, such as anxiety and depressive symptoms, and significantly better school grades; and score on average 11 percentile points higher on measures of academic achievement (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011).

Action Steps to Implement

1. Master Schedule reflects SEL class weekly
2. Quarterly House Meetings
3. Review discipline data quarterly
4. Schedule Mental Health Team meetings for the 2019-2020 SY
5. Complete pre/post 2nd STEP assessment

Person Responsible Kim Verblaaauw (kimberlyav@leeschools.net)

#5. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	133 students in grades k-5 have been identified as chronically absent during the 2018-2019 school year.
Measurable Outcome:	Attendance: Decrease the number of students identified as chronically absent during the 2019-2020 school year. Gulf Elementary will decrease the number of chronically absent students missing more than 10 days from 133 to 120 as measured by the CASTLE early warning system.
Person responsible for monitoring outcome:	Kim Verblaaauw (kimberlyav@leeschools.net)
Evidence-based Strategy:	Monitor data, engage students and families, recognize good and improved attendance, and provide personalized early outreach. Three-tiered reform system.
Rationale for Evidence-based Strategy:	Reducing chronic absence fits nicely into the three-tiered reform systems being successfully implemented to reduce chronic absenteeism in schools and districts across the United States. Tier 1 represents universal strategies to encourage good attendance for all students. Tier 2 provides early intervention for students who need more support to avoid chronic absence. Tier 3 offers intensive support for students facing the greatest challenges to getting to school. Attendance Works resources.

Action Steps to Implement

1. Review attendance every week for students who are chronically absent or at risk of chronic absence (due to chronic absence in the past or existence of a health challenge such as asthma). Look for patterns in attendance. Look for qualitative data to assess the underlying cause for a student's continued absences. Evaluate whether students with persistent chronic absence need an appropriate tier 3 response
2. Call or send letter to alert family to attendance concerns and explore what help may be needed. (If possible, use a nurse/Social worker to make contact especially for student with a medical condition). Suggest a home visit and/or conference to address barriers to attendance. Use the Student Attendance Success Plan to help develop family strategies to support improved attendance. Provide parents with family-friendly, easy-to-understand information and/or assistance in reaching out to social services or community resources that may be helpful in addressing barriers identified. Help parents understand and avoid legal consequences of extreme chronic absence. Nurture teacher interest and capacity in helping to reach out to chronically absent students and their families.
3. Establish specific individual goals and provide recognition as they are met. Work with students and families to set attendance goals and time frames. Engage students in tracking their own attendance daily. Recognize good and improved attendance weekly. Develop strategies with students based on age, interest and other factors.
4. Assign student an attendance buddy. Recruit students for engaging after school activities. Provide morning check-ins for students. Schedule Parent/School Staff Conference to discuss absences.
5. Identify barriers to attendance, such as health, transportation or housing. Involve public agencies and community partners and resources as needed to address barriers to

attendance. Involve the school nurse with follow-up on medical related absences. Provide families with information on community resources that can help overcome barriers. Connect families with school-based resources that can support good attendance.

Person Responsible Kim Verblauw (kimberlyav@leeschools.net)

Additional Schoolwide Improvement Priorities

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

Working with our School Leadership Team, we will address the needs of our SWD and our lowest 25%.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Gulf Elementary builds positive relationships with families through such events as: Meet the Teacher, Open House, Technology Night, Fall Festival, Drama production, K-2 music performances, Bring Your Dad to Work Day, STEM Night, Food Drive, End of Year Awards Ceremonies, Art Shows, PTO, and SAC.

The school's mission and vision are shared during PTO meetings, SAC meetings and through school publications such as the school's website and letters sent home throughout the year.

To keep parents informed of their child's progress, parents receive interim reports and report cards quarterly. Parents are made aware through school events and publications that students' academics, attendance, standardized test results, and discipline data are always available through The School District of Lee County Parent Portal and online Gradebook. Teachers hold a

minimum of one conference per year to discuss their child's progress. When deficiencies are found, parents are informed immediately by their child's teacher. The school utilizes School Messenger, the school website, newsletters, Twitter, FaceBook, the school marquee, and student planners to keep parents informed about important dates, reminders, and upcoming events at the school.

Parents, teachers, students, and community members review previous year data at SAC meeting to develop school improvement plan goals for the upcoming year. Quarterly student progress data is reviewing at the SAC meeting during the school year.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Discipline	\$0.00
5	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
Total:			\$0.00