

Sarasota County Schools

Gulf Gate Elementary School



2021-22 Schoolwide Improvement Plan

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Gulf Gate Elementary School

6500 S LOCKWOOD RIDGE RD, Sarasota, FL 34231

www.sarasotacountyschools.net/gulfgate

Demographics

Principal: Michelle Miller

Start Date for this Principal: 7/20/2005

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	58%
2020-21 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 (63%) 2017-18: B (60%) 2016-17: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

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

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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www.sarasotacountyschools.net/gulfgate

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	46%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	39%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	B

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

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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.

The mission of Gulf Gate School is to develop in all students their maximum potential by utilizing and retaining high-quality staff, engaging and including our parents and families (which fosters high quality instruction for all learners), and cultivating a community geared toward helping students do their best today for a better tomorrow.

Provide the school's vision statement.

The students at Gulf Gate School will become life-long learners, able to make decisions, solve problems, and lead healthful, responsible, innovative lives.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Magac, Robin	Principal	Communicate school-wide vision and District initiatives. Provide the needed support and resources for successful implementation. Create and maintain a safe and positive environment for all students and staff to thrive. Lead and facilitate the School Leadership Team. Keep in communication with families and pertinent community members. Assist with behavioral support.
Michalojko, Leigh	Assistant Principal	Assist in communicating and implementing the school-wide vision and District initiatives. Provided the needed support and resources for successful implementation. Create and maintain a safe and positive environment for all students and staff to thrive. Oversee our exceptional student educational programing, assist with behavioral support and instructional coaching. Coordinate testing. Member of the SWST, CARE and IEP teams.
Gamsby , Laura	Behavior Specialist	Works collaboratively with all stakeholders to create positive learning environments that promote strong relationships among students and school personnel to help in the prevention of bullying, violence, and disruptive actions that diminish the opportunity for each student to receive a high-quality education. Actively participates in SWST and CARE meetings, serves as a leader of Behavior Assessment/Intervention team and serves as a member of the school-based crisis intervention team.
Morey, Teresa	School Counselor	Communicate information to the staff with regard to specific District initiatives such as; the intervention process, CHAMPS, SEL, and PBIS. Provide behavioral support for students and lead guidance lessons focusing on the principles of the civility squad. Leas the School-Wide Support Team and collect student intervention paperwork. Keep a pulse on the social-emotional well being on campus.
Boehm , Katherine	Teacher, K-12	Facilitate collaborative conversations weekly with the 5th grade team regarding curriculum, instructional strategies, and pertinent student data. Analyze common assessments and lead the team in discussing best practices to support student growth. Attend team leader meetings with administration and communicate information to team.
Kreger, Teresa	Teacher, K-12	Facilitate collaborative conversations weekly with the 4th grade team regarding curriculum, instructional strategies, and pertinent student data. Analyze common assessments and lead the team in discussing best practices to support student growth. Attend team leader meetings with administration and communicate information to team.
Umstead, Tasha	Teacher, K-12	Facilitate collaborative conversations weekly with the 3rd grade team regarding curriculum, instructional strategies, and pertinent student data. Analyze common assessments and lead the team in discussing best practices to support student growth. Attend team leader meetings with administration and communicate information to team.

Name	Position Title	Job Duties and Responsibilities
Wolleon, Michelle	Teacher, K-12	Facilitate collaborative conversations weekly with the 2nd grade team regarding curriculum, instructional strategies, and pertinent student data. Analyze common assessments and lead the team in discussing best practices to support student growth. Attend team leader meetings with administration and communicate information to team.
Shinall, Nicole	Teacher, ESE	Facilitate collaborative conversations weekly with the 1st grade team regarding curriculum, instructional strategies, and pertinent student data. Analyze common assessments and lead the team in discussing best practices to support student growth. Attend team leader meetings with administration and communicate information to team.
Harting, Tammy	Teacher, K-12	Facilitate collaborative conversations weekly with the Kindergarten team regarding curriculum, instructional strategies, and pertinent student data. Analyze common assessments and lead the team in discussing best practices to support student growth. Attend team leader meetings with administration and communicate information to team.
Neison, Karen	Other	Facilitate collaborative conversations weekly with the Pre-K team regarding curriculum, instructional strategies, and pertinent student data. Analyze common assessments and lead the team in discussing best practices to support student growth. Attend team leader meetings with administration and communicate information to team. Work with the assistant principal and ESE liaison to appropriately place incoming Pre-K students.
Wright, Christie	Other	The ESE Liaison will work alongside the Assistant Principal to, provide services, coaching and assistance to regular staff members who work with mainstreamed ESE students and staff members in self-contained classrooms. provide assistance and information to parents of ESE students. Facilitate CARE and IEP meetings and keep staff updated on current ESE related information and best practices.
Shulman, Andrea	Reading Coach	Provide facilitative guidance/training to our Kindergarten through Third Grade team on best practices in Reading. Takes on the role of literacy expert on campus.
Vorce, Michelle	Other	Provide assistance and guidance to staff members and paras working with ESOL students through the lens of a Literacy Lesson's Instructor as well as the ESOL Liaison. Communicate with parents and work closely with administration to keep a pulse on the ELL students at our school.

Demographic Information

Principal start date

Wednesday 7/20/2005, Michelle Miller

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.*

7

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

5

Total number of teacher positions allocated to the school

42

Total number of students enrolled at the school

698

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

5

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

4

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	103	83	110	100	117	123	0	0	0	0	0	0	0	636
Attendance below 90 percent	6	6	5	3	9	4	0	0	0	0	0	0	0	33
One or more suspensions	0	0	0	4	2	1	0	0	0	0	0	0	0	7
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	7	10	24	0	0	0	0	0	0	0	41
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	10	30	0	0	0	0	0	0	0	45
Number of students with a substantial reading deficiency	19	17	30	34	16	23	0	0	0	0	0	0	0	139
Number of Remote Students (20-21)	14	21	12	25	35	24	0	0	0	0	0	0	0	131

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	3	1	2	0	6	3	0	0	0	0	0	0	0	15

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	7	1	0	0	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Sunday 9/5/2021

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	86	102	104	118	114	90	0	0	0	0	0	0	0	614
Attendance below 90 percent	7	4	6	5	9	5	0	0	0	0	0	0	0	36
One or more suspensions	0	0	6	2	3	0	0	0	0	0	0	0	0	11
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	4	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	4	0	0	0	0	0	0	0	7
Number of students 2 or more years below level in i-Ready Reading	0	3	21	15	14	15	0	0	0	0	0	0	0	68
Number of students 2 or more years below level in i-Ready Math	0	5	28	18	23	17	0	0	0	0	0	0	0	91
Number of students who participated in Summer Boost	0	0	6	10	14	12	0	0	0	0	0	0	0	42
Number of students participating in GEER UP!	0	0	8	9	6	4	0	0	0	0	0	0	0	27
Number of remote students	14	21	12	25	35	24	0	0	0	0	0	0	0	131

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	3	0	2	0	7	3	0	0	0	0	0	0	0	15

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	7	0	0	0	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	86	102	104	118	114	90	0	0	0	0	0	0	0	614
Attendance below 90 percent	7	4	6	5	9	5	0	0	0	0	0	0	0	36
One or more suspensions	0	0	6	2	3	0	0	0	0	0	0	0	0	11
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	4	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	4	0	0	0	0	0	0	0	7
Number of students 2 or more years below level in i-Ready Reading	0	3	21	15	14	15	0	0	0	0	0	0	0	68
Number of students 2 or more years below level in i-Ready Math	0	5	28	18	23	17	0	0	0	0	0	0	0	91
Number of students who participated in Summer Boost	0	0	6	10	14	12	0	0	0	0	0	0	0	42
Number of students participating in GEER UP!	0	0	8	9	6	4	0	0	0	0	0	0	0	27
Number of remote students	14	21	12	25	35	24	0	0	0	0	0	0	0	131

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	3	0	2	0	7	3	0	0	0	0	0	0	0	15

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	7	0	0	0	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

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

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				75%	68%	57%	72%	66%	56%
ELA Learning Gains				64%	62%	58%	60%	57%	55%
ELA Lowest 25th Percentile				47%	53%	53%	46%	46%	48%
Math Achievement				73%	73%	63%	70%	72%	62%
Math Learning Gains				68%	67%	62%	62%	63%	59%
Math Lowest 25th Percentile				44%	53%	51%	50%	51%	47%
Science Achievement				73%	65%	53%	62%	66%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	77%	70%	7%	58%	19%
Cohort Comparison						
04	2021					
	2019	68%	67%	1%	58%	10%
Cohort Comparison		-77%				
05	2021					
	2019	73%	68%	5%	56%	17%
Cohort Comparison		-68%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	75%	73%	2%	62%	13%
Cohort Comparison						
04	2021					
	2019	64%	72%	-8%	64%	0%
Cohort Comparison		-75%				
05	2021					
	2019	75%	70%	5%	60%	15%
Cohort Comparison		-64%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	69%	65%	4%	53%	16%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The i-READY Diagnostic was utilized to collect the Fall Proficiency Level for Grades K-5 in ELA and Math. The Science Inventory was used for Grade 5.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36	52	84
	Economically Disadvantaged	39	76	94
	Students With Disabilities	21	26	63
	English Language Learners	13	24	67
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26	51	83
	Economically Disadvantaged	33	73	82
	Students With Disabilities	16	11	61
	English Language Learners	0	10	40
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33	52	72
	Economically Disadvantaged	20	38	76
	Students With Disabilities	9	13	40
	English Language Learners	6	24	53
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23	46	78
	Economically Disadvantaged	21	36	76
	Students With Disabilities	9	17	54
	English Language Learners	6	35	55

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	62	78	85
	Economically Disadvantaged	27	37	59
	Students With Disabilities	27	38	52
	English Language Learners	20	44	67
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17	46	63
	Economically Disadvantaged	14	37	68
	Students With Disabilities	6	19	23
	English Language Learners	10	22	44
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41	51	59
	Economically Disadvantaged	65	85	93
	Students With Disabilities	6	13	17
	English Language Learners	0	0	7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29	36	55
	Economically Disadvantaged	13	35	56
	Students With Disabilities	3	6	27
	English Language Learners	0	0	27

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	56	64	70
	Economically Disadvantaged	33	44	53
	Students With Disabilities	22	28	28
	English Language Learners	0	10	40
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	43	50	69
	Economically Disadvantaged	16	25	53
	Students With Disabilities	12	22	39
	English Language Learners	0	10	40
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	64	N/A	68
	Economically Disadvantaged	Not Available	N/A	60%
	Students With Disabilities	36	N/A	56
	English Language Learners	51	N/A	52

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	20	24	20	21	18		20				
ELL	54	73		54	64		57				
BLK	67			25							
HSP	55	61		55	48		52				
MUL	62			57							
WHT	71	64		65	56	30	73				
FRL	59	58	55	51	42		56				
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	38	43	29	46	49	36	40				
ELL	70	61	50	73	66	36	65				
HSP	71	70	44	69	65	36	71				

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
MUL	73	70		87	80						
WHT	76	59	48	73	68	50	71				
FRL	66	58	38	64	62	37	61				
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	41	44	33	42	49	48	32				
ELL	46	65	57	52	78	60					
HSP	59	62	54	59	62	55	52				
MUL	75			67							
WHT	75	58	39	73	63	50	65				
FRL	63	57	47	62	59	50	51				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	54
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	67
Total Points Earned for the Federal Index	431
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	62
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

In looking at multiple data sources pertaining to ELA, it appears phonics is an area of concern for grades kindergarten through second, while fluency and text level appear to be an area of need for the upper grades. This is true across subgroups as well. Vocabulary is an area of difficulty across grades first through fifth. In grades first and second, phonemic awareness has improved from past years. In third grade, phonics overall has improved from the previous year. In math, across the board, there are a high percentage of students who are one to two grade levels below in strand of numbers and operations.

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

Current Progress Monitoring Data- (i-Ready Diagnostic 1 for Reading and Math/District progress monitoring data collection tool for ELA): Phonics needs to improve for grades kindergarten through second, while text level and fluency need improvement in third and fourth grade. Fluency is also an area of concern for fifth grade. In mathematics, grades kindergarten through fifth show a great need for improvement in the sub-category of numbers and operations.

2021 FSA Data- Our overall fourth grade data in both Reading and Math were below the District and State Average. The largest decline was the percent of fourth grade students proficient in math when comparing last year's cohort (46% of students were considered proficient this year compared to last year's number of 64%) Our ESE students dropped from 38% percent proficient to 21% proficient. That is a subgroup we want to continue to monitor as we want to see subgroups in an upward trajectory.

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

The contributing factors are as follows: The structure of the ELA block, especially in the primary grade levels (not enough text in hands at students correct instructional level). Additionally, students are not becoming proficient in the foundational math skills rooted in conceptual knowledge so they can progress through the standards in a systematic way building upon prior knowledge. Additionally, there could be a disconnect with our ESE students between resource and classroom instruction. Subsequently, our 4th grade classrooms had the largest amount of students and teachers quarantined last school year.

New actions taken this school year: With the new reading series, the teachers have more materials in hand to support text directed instruction as well as specific guidance on how to structure the ELA block. Over the summer and start of this school year, there were many PD opportunities for the new reading series as well as best practice dialogue. We are also using strategic progress monitoring in ELA, which promotes all teachers to be proficient in finding text level. The assistant principal made the ESE resource schedules to capitalize on the strengths of the instructors. Additionally, there is more push-in instruction from all service providers. The teachers are sharing their lesson plans with the Service Providers to ensure more continuity of instruction. We ordered IXL Math for 5th grade, (they were our lowest performing group based on 2021 data). Also, incorporating mathematical fluency starting at the lower grades. Administration visited PLCs to determine math resource need, and provide it.

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

Based on our current progress monitoring: Phonemic awareness showed great improvement in grades 1st and 2nd. Phonics improved in 3rd grade.

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

Utilizing the Heggerty program with fidelity in grades K through 1st is a contributing factor in phonemic awareness. The 3rd grade phonics improvement is contributed to the teachers utilizing Jan Richardson's Next Steps in Phonics Instruction as a resource during intervention time (which was purchased as a result of the phonics data in 3rd grade).

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

Direct, systematic, multisensory instruction, especially in the areas of phonics, vocabulary that are embedded in the authentic text in order to increase student reading level, fluency, and prosody to increase student ability to increase comprehension (which is the end goal of reading). In mathematics, building strong foundational skills that are rooted in standards-based instruction and building conceptual knowledge across grade levels.

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

Continued Benchmark Advance training.
District provided professional development determined by ELA block walk-throughs and data collection.
MTSS training.

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

We have utilized fund received through a grant to hire three lab monitors. This ensures highly qualified teachers will have an uninterrupted time during the school day to close those instructional or social emotional gaps. Special focus will be on those students in the bottom quartile.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

We reviewed our 2021 FSA data (60% of students across grade levels 3, 4, and 5 were considered proficient). This is a significant drop from last year in which 75% of students were considered proficient. From this data, our major focus areas were, and will continue to be, our students in the bottom quartile and our ESE population, who performed the lowest of all our subgroups with 21% proficiency (dropping from 38% the previous year). These two subgroups in particular will continue to require differentiated instruction to close the learning gap.

Area of Focus Description and Rationale:

We reviewed our current i-Ready Data and determined that we need to focus on phonics instruction in grades K-2, vocabulary instruction for 2-5, and fluency and text reading level on 4-5, all with the continued end goal of reading comprehension. It was also noted via a cohort comparison of overall grade level, last school year 49% of kindergarten students were considered at or above grade level according to i-Ready data, and this year it's 22%. In first grade, 36% of students were considered at our above grade level and this year it is 30%. 33% of second graders were considered to be at our above grade level at this time last year, this year the number is 44%. 62% of third grader was considered at or above grade level, this year is 54%. In fourth grade, 41% of students were at or above grade level last year, while this year it is 51%. In fifth grade 56% of students were at or above grade level and this year is 39%. We definitely want to keep a pulse on the current 5th grade group.

FSA related goals:

By the year 2022:

1. 68% or more of our students across grade levels 3, 4, and 5 will be considered proficient on the Reading FSA.
2. 25% or more of our ESE students across grade levels 3, 4, and 5 will be considered proficient on the Reading FSA.
3. Our students in the bottom quartile will make significant learning gains and close the reading gaps.

Measurable Outcome:

Additional Goals:

4. Students in grades K-2 will make significant gains in the domain of phonics which will be measured by i-Ready data (extra lessons in will be assigned after direct instruction and students will track their progress), classroom formative data, text level increase, and comparison of Diagnostic 1 to Diagnostic 2.
5. Students in grades 3-5 will make significant gains in the domains of vocabulary and subsequently comprehension as measured by i-Ready data, classroom formative and summative data, and comparison of Diagnostic 1 to Diagnostic
6. All students will continue to increase their instructional level and fluency as measured by the District progress monitoring tool (taken three times per year).

Monitoring:

Classroom walk-throughs and observational data collected during the Reading block. Progress Monitoring data analyzed during each assessment period and instructional change noted as a result of data. Administration will visit CPTs and/or review CPT meeting notes frequently. Teachers are keeping records of the students they are seeing during the uninterrupted intervention block. The weekly spreadsheet automatically gets updated to TEAMS for admin viewing. Leadership meetings focused on current and relevant data with rich discussion on our collective strengths and needs as well as individual grade level focus areas. Report groups created in i-Ready to monitor sub-groups.

Person responsible for monitoring outcome:

Leigh Michalojko (leigh.michalojko@sarasotacountyschools.net)

Evidence-based Strategy:

Ongoing ELA PD and utilizing CPTs to collaboratively discuss students- with established norms and student focused agendas. Using our Reading Recovery and LL teacher to provide ongoing teacher training as their ELA expertise increases with their own targeted PD. Providing resources (instructional notebook) to support vocabulary and comprehension deficit in grades 2-5. Providing our ESE students access to grade level text with subsequent support at their instructional level, collaboration between ESE teachers and general education teachers, verbiage on the IEP allow resource students to remain in classrooms for instruction if it would be beneficial, full time rooms are also utilized as resource rooms, present levels on IEP are derived from i-Ready (school-wide measure). Additionally, maximizing our ESE resource schedule to include more push-in, and a more intense focus on student area of need. This year, we have also utilized funding from a grant to hire lab monitors so teachers can have uninterrupted intervention time during in which they can work with high priority students.

Rationale for Evidence-based Strategy:

According to Johan Hattie's research, teacher clarity has an effect size of .75, response to intervention has an effect size of 1.29, and collective efficacy has an effect size of 1.57. As reported by Best Evidence Encyclopedia, effectiveness within an RTI framework could become central to improving outcomes for struggling learners. It is the hope that utilization of these research-based strategies will help us close the gap with the students who are in bottom quartile and help close the learning gap for our ESE students. Reading Recovery and Leveled Literacy Intervention are listed on The What Works Clearinghouse as an evidenced-based program that works. Heggerty and Jan Richardson's Next Steps are also researched-based program with proven results. In order for change to happen successfully- teachers need the vision, skills, incentives, resources, and plan (Knoster, Villa and Thousand).

Action Steps to Implement

Providing any necessary PD after data collection from ELA block observations.

Person Responsible

Robin Magac (robin.magac@sarasotacountyschools.net)

Collaborative PLCs- Using the Striving Readers Decision Tree as a guide to make instructional decisions based on student needs.

Person Responsible

Leigh Michalojko (leigh.michalojko@sarasotacountyschools.net)

Use of the school-wide support team to assist in planning purposeful, multisensory, interventions that are rooted in a mindset shift that interventions should always be successful.

Person Responsible

Leigh Michalojko (leigh.michalojko@sarasotacountyschools.net)

Use of an uninterrupted intervention block built into the schedule in which teachers will collect data (record keeping) on the flexible instructional supports provided and targeted students (students in the bottom quartile, etc.)

Person Responsible

Robin Magac (robin.magac@sarasotacountyschools.net)

Progress monitoring of subgroups through created report groups in i-Ready Reading.

Person Responsible Leigh Michalojko (leigh.michalojko@sarasotacountyschools.net)

ESE meeting with pertinent ESE staff to collaborate, share best practices, and keep a pulse on our ESE students.

Person Responsible Leigh Michalojko (leigh.michalojko@sarasotacountyschools.net)

ESOL Liaison to utilize her training in Literacy Lessons to assist ESOL paras and teachers in providing high quality instruction for our ESOL students.

Person Responsible Michelle Vorce (michelle.vorce@sarasotacountyschools.net)

Use of the Reading Recovery teacher to provide professional development.

Person Responsible Andrea Shulman (andrea.shulman@sarasotacountyschools.net)

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

We reviewed our 2021 FSA data (56% of students across grade levels 3, 4, and 5 were considered proficient. In 2019 it was 73% We are hoping to minimize loss in this area and continue in an upward trajectory. From this data, our major focus areas were, and will continue to be, our students in the bottom quartile, and our ESE population performed the lowest of all our subgroups (25% proficient, last year it was 46% proficient). These two subgroups in particular will continue to require additional support to close the learning gap.

We reviewed our current i-Ready Diagnostic Data (Assessment Period 1) across grade levels K-5. It is notable that one of the lowest domains across all grade levels was the area of Numbers and Operations, which suggests the need to look at instructional practice, resources, standards-alignment, and how we are building that conceptual knowledge.

We reviewed our current i-Ready Diagnostic Data (Assessment Period 1) across grade levels K-5 and compared it to Assessment Period 1 last school year. Notable areas include; Our overall grade level placement has dropped the last two years (when looking at historical trends) in all grade except for K. Grade K's overall grade level placement went up 5 percentage points last year (49% of students were on or above grade level), but then dropped to 22% this current year. Our greatest decline was seen in 5th grade in comparison to last year's 5th grade at this time. 39% of our 5th grade students are considered at or above grade level and last year 5th grade was at 56%.

Due to our prior concerns, we also need to utilize i-Ready and classroom data routinely to keep a pulse on our ESE and bottom quartile students (Report groups were created and will be monitored).

By the year 2021:

Measurable Outcome:

1. 63% or more of students across grade levels 3, 4, and 5 will be considered proficient on the Math FSA.
2. 30% or more of SWD across grade levels 3, 4, and 5 will be considered proficient on the Math FSA.
3. Students in the bottom quartile will show significant gains on the Math FSA.
4. Overall, our 5th grade students will make significant gains on the Math FSA increasing from 46% proficient to 50% proficient.

Additional Goals:

5. Students will make significant gains in the Domain of numbers and operations, which will be measured by i-Ready data , classroom formative and summative data, and comparison of Diagnostic 1 to Diagnostic 2.
6. Students in grades K-5 will close the gap and make progress towards their individual annual growth goal as measured by Diagnostic 2 data.

Monitoring:

Classroom walk-throughs and observational data collected during the Math block. Progress Monitoring data analyzed during each assessment period and instructional change noted as a result of data. Administration will visit CPTs and/or review CPT meeting notes frequently. Teachers are keeping records of the students they are seeing during the uninterrupted intervention block. The weekly spreadsheet automatically gets updated to TEAMS for admin viewing. Leadership meetings focused on current and relevant data with rich discussion on our collective strengths and needs as well as individual grade level focus areas. Report groups created in i-Ready to monitor sub-groups.

Person responsible

Robin Magac (robin.magac@sarasotacountyschools.net)

**for
monitoring
outcome:**

**Evidence-
based
Strategy:**

Math PD, resources to supplement curriculum, standards-based instruction, classroom observations, teacher clarity in the MTSS process, utilizing PLCs to collaboratively discuss students, collaboration between ESE teachers and general education teachers, verbiage on the IEP allow resource students to remain in classrooms for instruction if it would be beneficial, full time rooms are also utilized as resource rooms, present levels on IEP are derived from i-Ready (school-wide measure). Additionally, maximizing our ESE resource schedule to include more push-in, and a more intense focus on student area of need. This year, we have also utilized funding from a grant to hire lab monitors so teachers can have uninterrupted intervention time during in which they can work with high priority students.

**Rationale
for
Evidence-
based
Strategy:**

According to Johan Hattie's research, teacher clarity has an effect size of .75, response to intervention has an effect size of 1.29, collective efficacy has an effect size of 1.57, and conceptual change programs has an effect size of .99. It is the hope that utilization of these research-based strategies will help us close the gap with the students who are in bottom quartile and help close the learning gap for our ESE students. Research also indicates that standards based mathematics instruction positively supports students' academic development. Sarasota County's Maximizing Math Mentality Website provides resources and guidelines that are all aligned with best practices in mathematics, and are based on current research. According to Best Evidence Encyclopedia, effectiveness within an RTI framework could become central to improving outcomes for struggling learners.

Action Steps to Implement

Providing professional development and the needed resources for teachers to be successful. Such as the utilization of the Numeracy Intervention (resource provided by the District Math Curriculum Specialist) to determine the specific standard the the student is missing and provide the exact intervention to execute.

Person Responsible Robin Magac (robin.magac@sarasotacountyschools.net)

Collaborative PLCs- sharing resources, unpacking the standards, and utilizing the focus guide to plan.

Person Responsible Leigh Michalojko (leigh.michalojko@sarasotacountyschools.net)

Utilization of the school-wide support team to assist in planning purposeful interventions.

Person Responsible Leigh Michalojko (leigh.michalojko@sarasotacountyschools.net)

Uninterrupted, daily intervention block built into the schedule. Teachers can focus on flexible groups and targeted students (such as those in the bottom quartile).

Person Responsible Robin Magac (robin.magac@sarasotacountyschools.net)

Clear learning intentions and success criteria.

Person Responsible Leigh Michalojko (leigh.michalojko@sarasotacountyschools.net)

Guidance given in ESE best practices and resources to support students in the classroom.

Person Responsible Leigh Michalojko (leigh.michalojko@sarasotacountyschools.net)

IXL specifically purchased for 5th grade due to the low performance on last year's Math FSA. Use and progress will be monitored.

Person Responsible Robin Magac (robin.magac@sarasotacountyschools.net)

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: In reviewing our attendance data over the course of three years, it is noted that the number of students who are below the 90% has stayed stagnant. In visiting the PLCs this year and talking with the school leadership team, there is a concern that attendance seems to be less of a priority for students and they have noticed an attendance pattern already for certain students. Due to this information, it was important to put attendance back as one of our school goals.

Measurable Outcome: Targeted students who are chronically absent (not due to quarantine) as determined via the attendance process (after 3 days there is a phone call home and after 5 days the students name gets put on our School Wide Support Team) will show significant improvement in the amount of days they are absent from school.

Monitoring: This will be monitored via teacher documentation, SWST notes, PLC notes and attendance intervention data

Person responsible for monitoring outcome: Teresa Morey (teresa.morey@sarasotacountyschools.net)

Evidence-based Strategy: Students who are considered chronically absent will be given an attendance intervention as well as we will pair them with a mentor at school.

Rationale for Evidence-based Strategy: Research has shown the importance of relationship building when it comes to students who struggle in school. This program is designed to give these students another adult they can utilize as a go-to person outside of their regular classroom instructor. Some of the Benefits of Mentoring include Better academic performance, better attitudes toward school, increase in student attendance and students develop better relationships with peers and adults. (mentoring.org)

As reported by John Hattie, response to intervention has an effect size of 1.29.

Action Steps to Implement

Monitor attendance concerns via teacher documentation and communicate with family after initial teacher contact.

Person Responsible Robin Magac (robin.magac@sarasotacountyschools.net)

Monitor PLC notes and place students who are attendance concerns on the school wide support team agenda. Help in planning attendance interventions.

Person Responsible Teresa Morey (teresa.morey@sarasotacountyschools.net)

Pair students who are chronically absent with a mentor.

Person Responsible Leigh Michalojko (leigh.michalojko@sarasotacountyschools.net)

#4. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	Now more than ever, social emotion learning is critical for our students. We recognize that our Gulf Gate students are coming to us with varying degree of unique and diverse needs. With social emotional learning, we are hoping to formulate and strengthen life-long skills they will carry with them to adulthood such as; self-awareness, social awareness, self-management, and responsible decision making. We are also hoping to decrease our behavioral data such as suspension rates.
Measurable Outcome:	<ol style="list-style-type: none"> 1. 100% of our students in Grades 3-5 will participate in the PBIS curriculum. 2. 100% of our students in Grades K-2 will partake in lessons from our guidance counselor (which she devises based on behavioral data). 3. Select students will participate in TIER II groups or TIER III as needed. 4. Select students will participate in targeted social skills groups such as anger management, or making friends.
Monitoring:	Success will be measured through a decrease in suspensions and Event and Discipline Reports, as well as an increase in attendance.
Person responsible for monitoring outcome:	Teresa Morey (teresa.morey@sarasotacountyschools.net)
Evidence-based Strategy:	<p>Direct instruction in key areas to promote social emotional learning via our guidance counselor and use of our Behavioral Specialist (new position this year) to help support TIER 1 and TIER II groups in the following ways:</p> <ul style="list-style-type: none"> o Targeted social skills groups based on teacher feedback o Use of Social Stories and other resources to directly teach identified students positive behavioral strategies. o Data collection o Provide coaching to teachers to help implement classroom management and PBIS strategies
Rationale for Evidence-based Strategy:	There is a multitude of decade long research that an education promoting social and emotional learning (SEL) gets results- including (but not limited to) academic achievement and the prevention of youth behavior problems (The Collaborative for Academic, Social, and Emotional Learning (CASEL),

Action Steps to Implement

Guidance Counselor will provide class lessons based on school behavioral data (Notice of Concerns, Event and Discipline Reports, teacher feedback).

Person Responsible Teresa Morey (teresa.morey@sarasotacountyschools.net)

Direct and systematic TIER II or III behavioral interventions as needed by identified students (office calls, suspensions, etc.).

Person Responsible Laura Gamsby (laura.gamsby@sarasotacountyschools.net)

Teachers will continue to use CHAMPS, restorative strategies, PBIS, and the Civility Squad.

Person Responsible Teresa Morey (teresa.morey@sarasotacountyschools.net)

Event and Discipline Reports, suspensions, and notice of concern data will be monitored.

Person Responsible Leigh Michalajko (leigh.michalajko@sarasotacountyschools.net)

Our Mental Health Therapist will continue to work with students who are at highest need.

Person Responsible Leigh Michalajko (leigh.michalajko@sarasotacountyschools.net)

Additional Schoolwide Improvement Priorities

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

In accordance with the data from SafeSchoolsforAlex.org, Gulf Gate elementary is ranked very low in school incidents. During the 2019-2020 school year, Gulf Gate elementary reported 0.14 violent incidents per 100 students and 0 property or drug/public order related incidents per 100 students. We are ranked #204 out of 1,395 elementary schools. We were rated in the middle level for school suspensions. Our total reported suspensions for the 2019-20 school year was 12. This equates to 1.7 suspensions per 100 students. We want to stay on this trajectory and look to decrease suspension data. We are fortunate to have a Behavioral Specialist this year who is monitoring our Event and Discipline Report data so we can keep a pulse on students who would benefit from TIER II or III behavioral interventions, social skills groups, or referral to our Mental Health Therapist. We also monitor our Notice of Concerns to parents and the specific areas that are trends over time at our monthly PBIS meetings.

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.

A positive school culture and environment is one of our top priorities this school year. Supporting and informing our students, teachers, families and community is essential. We are addressing building a positive school culture and environment ensuring all stakeholders are involved in the following ways:

Ensuring stakeholders understand and are invested in Gulf Gate's school vision through common language and teacher input in the School Improvement Plan. Grade levels are all

choosing one focus area in either reading or math after reviewing our most current data-i-Ready Diagnostic 1, and will progress monitor as part of our plan. Additional stakeholders will review and provide feedback for our School improvement Plan via SAC and PTO meetings. Cultivating effective communication within the school by providing information in a concise and timely manner via PLC visits, team leader meetings, monthly staff meetings, and Friday Focus emails that include weekly "shout-outs" (staff and/or administration celebrating staff). Also, within the school community, communication through Facebook Posts, Connect-Ed phone messaging, group emails/texts, and individual phone calls when needed.

Providing staff support by finding out the individual needs of our teachers and then taking action. Weekly PLC were visited (and will continue to be periodically visited) by administration to discern how to best collectively and individually assist our teachers. Teacher needs are captured and then addressed in a timely manner. A survey went out to faculty to determine what is and is not working so far, what they need, and to get their feedback on several pertinent issues.

Celebrating both academic and behavioral successes of our students. Continuing to utilize our Positive Behavior Support System, CHAMPS, and the Civility Squad to reinforce Gulf Gate expectations.

Collaborating with our Business Partners to hold Gulf Gate spirit nights and brainstorming with PTO for ways to facilitate family events/nights (remotely if needed).

We are striving to find ways to show appreciate for our entire Gulf Gate family- staff, students, families, and community members that are an integral part to our success.

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

Administrators: Communicate a clear vision with end result in mind, get feedback from staff and cultivate leaders within the faculty, maintain trust and open communication, utilize a large toolbox and situational leadership, and align instructional goals with administrative practices. Continue professional growth and learning. (Robbins & Alvy, 2004, p. 37-38)

Faculty/Staff; Develop and maintain collective efficacy and effectively collaborate with teams, remain student-focused, communicate with families, have a clear understanding of and invest in the school vision and goals, and provide feedback to administration. Continue professional growth and learning.

Families: Remain an integral part of the education process, communicate with teachers and administration, provide feedback via various organizations such as SAC or PTO, understand and support the schools vision and mission statement,

Community Members: Understand and support the school mission and vision, get involved in school's well-being, become part of school organizations such as SAC, partner with the school to support student growth and learning.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$10,489.26
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

	5000	399-Other Technology-Related Purchased Services	0271 - Gulf Gate Elementary School	General Fund		\$354.00
			<i>Notes: Learning A-Z to provide an additional intervention resource- aligns with Fountas & Pinnell and Reading Recovery text levels.</i>			
	5000	399-Other Technology-Related Purchased Services	0271 - Gulf Gate Elementary School	General Fund		\$75.00
			<i>Notes: Starfall to support early literacy in our Pre-K programs.</i>			
	5000	160-Other Support Personnel	0271 - Gulf Gate Elementary School	Other		\$10,060.26
			<i>Notes: We utilized our Jumpstart Grant funding to hire three lab monitors to work with students on i-Ready so our highly qualified teachers can provide purposeful, direct, and student-specific interventions uninterrupted.</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$12,055.26
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	369-Technology-Related Rentals	0271 - Gulf Gate Elementary School	General Fund		\$1,995.00
			<i>Notes: IXL math was purchased in 5th grade as an additional resource due to 4th grade FSA Math scores being low.</i>			
	5000	160-Other Support Personnel	0271 - Gulf Gate Elementary School	Other		\$10,060.26
			<i>Notes: We utilized our Jumpstart Grant funding to hire three lab monitors to work with students on i-Ready so our highly qualified teachers can provide purposeful, direct, and student-specific interventions uninterrupted.</i>			
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$10,060.26
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	160-Other Support Personnel	0271 - Gulf Gate Elementary School	Other		\$10,060.26
			<i>Notes: We utilized our Jumpstart Grant funding to hire three lab monitors to work with students on i-Ready so our highly qualified teachers can provide purposeful, direct, and student-specific interventions uninterrupted. This also can account for behavioral interventions too.</i>			
					Total:	\$32,604.78