Gocio Elementary School

2022-23 Schoolwide Improvement Plan

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Gocio Elementary School

3450 GOCIO RD, Sarasota, FL 34235

www.sarasotacountyschools.net/gocio

Demographics

Principal: Steven Royce

Start Date for this Principal: 7/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	88%
2021-22 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	2021-22: C (48%) 2018-19: B (58%) 2017-18: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	88%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	77%

School Grades History

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

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SIP Authority

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our Mission at Gocio Elementary School is to maximize academic success and responsible citizenship of all students through our passionate commitment to excellence. This is a collaborative approach with parent and family engagement as a shared responsibility focused on high quality learning and academic success for all learners.

As a school staff, we embrace the district's mission of "Working as One for the Success of All."

Provide the school's vision statement.

The Gocio Elementary School community values all children and is dedicated to nurturing and challenging students to reach their maximum learning potential.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Royce, Steven	Principal	Mr. Royce is responsible as the instructional leader of the school, creating a positive school culture, creating a long-term plan for student academic success, cultivating leadership in others, managing people, data, and processes, and communicating with families and community regarding on-goings at Gocio Elementary.
Annicelli, Marya	Assistant Principal	Mrs. Annicelli is responsible as the instructional leader of the school working directly alongside the principal. Primary duties and responsibilities include: supporting the principal, creating a positive school culture, creating a long-term plan for student academic success, cultivating leadership in others, managing people, data, and processes, handling emergency preparation and drills, responsible for discipline of students, and communicating with families and community regarding events at Gocio Elementary.
Diveley, Brandy	Instructional Coach	Brandy supports instructional development of teachers at Gocio. She leads, coaches, and helps implement progress monitoring of all students. Brandy models instructional strategies, pulls small groups when needed, implements PD for teachers and serves as a link between district initiatives and school implementation.
Leavine, Brittany	Instructional Coach	Brittany supports instructional development of teachers at Gocio. She leads, coaches, and helps implement progress monitoring of all students. Brandy models instructional strategies, pulls small groups when needed, implements PD for teachers and serves as a link between district initiatives and school implementation.
Baldwin, Amy	Administrative Support	ESOL liaison responsible for managing ELL students, LEP plans, ESOL paras and working with classroom teachers to provide interventions specific to student needs. Provides academic intervention support for students in grade 3.
dromgool, shannon	Administrative Support	ESE liaison responsible for managing ESE students, IEP plans, ESE paras and working with classroom teachers to provide interventions specific to student needs.

Demographic Information

Principal start date
Friday 7/1/2016, Steven Royce

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
3

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

552

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

4

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

5

Demographic Data

Early Warning Systems

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	95	89	85	123	63	97	0	0	0	0	0	0	0	552
Attendance below 90 percent	27	25	19	31	15	25	0	0	0	0	0	0	0	142
One or more suspensions	1	2	5	9	6	10	0	0	0	0	0	0	0	33
Course failure in ELA	0	0	0	22	16	3	0	0	0	0	0	0	0	41
Course failure in Math	0	0	0	22	11	1	0	0	0	0	0	0	0	34
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	20	7	37	0	0	0	0	0	0	0	64
Level 1 on 2022 statewide FSA Math assessment	0	0	0	14	10	33	0	0	0	0	0	0	0	57
Number of students with a substantial reading deficiency	36	31	27	74	46	26	0	0	0	0	0	0	0	240

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	1	2	28	26	46	0	0	0	0	0	0	0	103

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	0	19	0	0	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Sunday 9/25/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	86	81	95	94	83	105	0	0	0	0	0	0	0	544
Attendance below 90 percent	45	38	42	44	43	45	0	0	0	0	0	0	0	257
One or more suspensions	0	0	1	1	1	4	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	23	34	0	0	0	0	0	0	0	64
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	27	18	0	0	0	0	0	0	0	48
Number of students with a substantial reading deficiency	0	14	26	38	37	40	0	0	0	0	0	0	0	155

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	14	25	38	35	38	0	0	0	0	0	0	0	150

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	4	7	2	19	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	81	95	94	83	105	0	0	0	0	0	0	0	544
Attendance below 90 percent	45	38	42	44	43	45	0	0	0	0	0	0	0	257
One or more suspensions	0	0	1	1	1	4	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	23	34	0	0	0	0	0	0	0	64
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	27	18	0	0	0	0	0	0	0	48
Number of students with a substantial reading deficiency	0	14	26	38	37	40	0	0	0	0	0	0	0	155

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	14	25	38	35	38	0	0	0	0	0	0	0	150

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	4	7	2	19	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	0	0	0	1	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	45%	66%	56%				54%	68%	57%
ELA Learning Gains	53%						59%	62%	58%
ELA Lowest 25th Percentile	37%						58%	53%	53%
Math Achievement	46%	52%	50%				61%	73%	63%
Math Learning Gains	50%						73%	67%	62%
Math Lowest 25th Percentile	53%						59%	53%	51%
Science Achievement	49%	67%	59%				45%	65%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	43%	70%	-27%	58%	-15%
Cohort Comparison		0%				
04	2022					
	2019	54%	67%	-13%	58%	-4%
Cohort Comparison		-43%				
05	2022					
	2019	60%	68%	-8%	56%	4%
Cohort Comparison		-54%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	53%	73%	-20%	62%	-9%
Cohort Comparison		0%				
04	2022					
	2019	68%	72%	-4%	64%	4%
Cohort Comparison		-53%				
05	2022					
	2019	61%	70%	-9%	60%	1%
Cohort Comparison		-68%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	44%	65%	-21%	53%	-9%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	13	25	33	21	40	42	23				
ELL	38	50	46	37	44	50	38				
BLK	31	52		43	57		45				
HSP	45	50	34	44	45	47	44				
MUL	44	54		31	31						
WHT	56	66		57	68		82				
FRL	43	53	39	45	53	56	47				

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	21	35	40	22	23	17	24				
ELL	36	47	77	46	43		19				
BLK	26	21		38	16		29				
HSP	44	46	63	48	37	36	27				
MUL	47			41							
WHT	62	68		50	32		48				
FRL	41	44	59	44	28	25	29				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	21	37	51	28	48	46	12				
ELL	43	54	61	58	75	71	25				
BLK	39	56	50	49	71	69	39				
HSP	51	55	59	61	72	60	36				
MUL	63	69		63	77						
WHT	70	67		74	76		60				
FRL	50	56	57	59	72	61	41				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	379
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	44
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	46
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	44
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	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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	66
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	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

Trends ELA: Gocio's ELA and math proficiency across grade levels remains fairly stagnant and continues to be below district averages. ELA overall proficient levels also fell below the state. As a school, our lowest quartile made substantial gains, significantly so in math.

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

While we demonstrated gains in our lowest quartile, overall proficiency levels in both reading and math have been stagnant for the last two years with a steep decline from our overall proficiency levels pre-covid. In 2019, ELA proficiency levels were 54%, and math was 61%. Currently, those numbers are 45% in ELA and 46% in math. This is significantly below what our proficiency levels used to be. In addition, the gap between Gocio proficiency and district and state levels continues to widen. While we have made gains, we are not keeping pace with our school district or state.

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 for the proficiency levels are quite complex. Covid impacted our students access to instruction in deeply significant ways, and was evident in the years immediately after. Students attendance and loss of instruction during incredibly formative years has been evident in students overall proficiency levels. For example, first grade students who were sent home during the spring of 2021 (covid) demonstrated incredibly weak skills in the area of phonics and phonemic awareness which has greatly impacted their reading skills and overall comprehension. Attendance over the last two years have been a serious issue for continuity for instruction for students. As a school we are implementing a variety of different measures to address many of the concerns we have. One of the most important actions we have put in place is a partnership with district curriculum experts. As an administrative team, we have

met and are in the planning stages to work with curriculum experts in both ELA and Math to determine how we can accelerate the learning of our students to begin to close the gaps that we have seen over the last two years. Some of these plans include:
1) walkthroughs as a team at each grade level in ELA and Math to determine trends
2) Monthly 1/2 day planning with each team with curriculum experts to examine grade level specific data and instructional needs
3) Grade level MTSS representative to assist with students who are chronically absent.

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

Data components that showed substantial improvement in 2022 were in the areas of science and lowest quartile learning gains; with significant learning gains for the lowest quartile in math.

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

For our students in the lowest quartile in math we ensured from the beginning of school that these students were identified and closely monitored. Beyond just looking at the data we met with teachers as an administrative team to determine each of their needs. Support was added to specifically address the academic gaps that these students struggled with. In regards to science we worked with our science teacher who co-taught with our 5th grade teachers to ensure that teachers deeply understood the science standards and could assess students knowledge of them. Teachers planned together on a regular basis to provide students with similar hands on learning that met each of the science standards.

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

Students are currently demonstrating a vast level of differences in their needs. To accelerate learning it cannot be a cookie cutter approach. It will be vital that we use a multi pronged approach to address each student specific need. With proficiency levels below 50% in both ELA and Math we know that we need to address not only each student specific academic gaps, but ensure that we are providing teachers with strategies that will most impactful with their students. In order to do so we plan to implement and ensure the following:
-grade level walkthroughs to determine instructional trends using information to plan together to determine what works best
-monthly 1/2 day planning with each grade level and curriculum experts in ELA and math to do the following: how can we interpret the new PM tools and the data it tells us? What resources and instructional strategies are most impactful for our students?
-regular dissemination of new progress monitoring tool data and working with teachers to determine the following: what does the data mean? Where are students right now? Where do they need to get to? How can we best get them there?
-intervention help at each grade level to increase small groups

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.

One of the major differences we are implementing this year is significantly increasing the amount of time that teams get to plan with one another, with curriculum experts from the district. as well as instructional coaches on campus. This school year, these planning opportunities with occur monthly with specific focus on progress monitoring data and instructional strategies and pacing for each grade level. As a staff we are working together with the guidance of our guiding coalition to begin to really examine what the PLC philosophy and belief system. We feel strongly that in order to make some of the larger systematic changes that are necessary to accelerate growth across each classroom, each grade level, and each

sub group we have to ensure that are teams are planning together at deep levels with a solid understanding of each standard. When students fail to meet each standard there must be a clear plan to provide intervention for that student right then. Professional development for teachers will focus in these two areas this year; the PLC "way of life," and additional planning monthly with district and school support to determine needs for each grade level.

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

-Instructional coaching: We now have two instructional coaches that will continue to work with grade levels weekly
-Monthly CPTs: as long as budget allows we will continue to have monthly 1/2 day planning for teachers so that increased collaboration can grow amongst teachers
-Intervention teachers: We have additional support for each grade level this year. We will monitor its effectiveness to determine if this strategy is meeting the needs of students
-Tutoring: we currently tutor and provide additional academic support for students below grade level in the afternoon as well as during teacher planning time
Each of these services will be monitored for impact to determine if we are meeting the needs of students and closing current academic gaps.

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

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Data shows a clear need for additional work with our instructional practice relative to ELA. Both ELA proficiency as well as ELA learning gains are still well below district averages with all students in each subgroup. In addition, proficiency data over the last two years appears stagnant. As a result, it is critically important that we address both student gaps in ELA skills as well as teacher instruction in this area. In addition with new standards (BEST standards-only in year 2), as well as a new ELA curriculum teachers (year 2 as well) will need additional guidance, professional development, and modeling from instructional specialists. Gocio demonstrated learning gains that were below what we would have hoped for and significantly below previous years. Teachers are working incredibly hard, but the results are not showing in student performance. Additional time and coaching is necessary from our in house instructional coaches as well as district specialists to help teachers work with student skill deficit areas.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	It is critical that as a school we address both ELA proficiency levels as well as learning gains across all subgroups and our lowest quartile. At 53% overall reading learnings gains, 37% for the lowest quartile in gains, and a total proficiency of 45%, there is significant room for our school to improve. With effective strategies, targeted and high quality instruction we would expect to see improvements of: ELA proficiency from 45% to 49% ELA learning gains from 53% to 57% ELA learning gains in the lowest quartile from 37% to 41% It will be a learning year for our teachers to understand the new state wide assessment and be able to use data to determine where students are and how to use the information to see what students need.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	ELA progress will be monitored through a variety of ways to ensure students academic success. First and foremost, students will participate in state wide progress monitoring (FAST) with a new summative assessment. This will be a year in which, teachers and administrators learn the information and data reporting tools that FAST will share. In addition, students will participate in district wide progress monitoring. These assessments will be administered by the classroom teacher and discussed at data chats. Interventionists are assigned to tested grade levels to work directly with the teacher to allow for additional small group instruction. Administration attends all data chats and helps to monitor academic progress monitoring data to guide instructional conversations.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being	There are a variety of strategies we are implementing in ELA this year to increase student proficiency. 1) We are working as a staff on instructional professional development with our new series, Benchmark in year two. 2) We are implementing a book study, Learning by Doing as we begin to explore and fully understand the PLC process. 3) In addition teachers are participating in progress monitoring trainings, and working with an Instructional coach on best practices in the area of reading.

implemented for this Area of Focus.	4) We have also contracted with an interventionist at each grade level to allow for additional small group time with targeted instruction. 5) We have enlisted the help of district curriculum specialists in the area of ELA to work with our staff on best practices and strategies within the reading block
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	As a school we are still seeing incredible instructional losses since covid. However, the bar did not go lower and expectations of student readiness continued to climb. As a school we are finding that we are having to work to instruct students at current grade level standards as well as be re-taught areas that they missed or did not master from previous years. In ELA we have seen a significant decrease in students basic skills such as phonics and phonemic awareness. In order for teachers to be able to remediate such significant gaps in foundational skills they must truly understand exactly the gaps their students have, instruct in targeted ways to these areas, and have additional resources to provide the small group time students will need to catch up on these skills.

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

The following are action steps for the coming year in the area of ELA:
1) Work with teachers for ELA PD in multiple areas: new standards, new Benchmark curriculum, progress monitoring, FAST assessment
2) 1/2 day CPT times for teams to be able to plan instructionally together for grade level needs

Person Responsible Brandy Diveley (brandy.diveley@sarasotacountyschools.net)

It will be critical that an action step in the area of ELA is:
1) clear progress monitoring of each grade level and class in the area of ELA
2) clear progress monitoring of each sub group in the area of ELA
3) data chats and next steps for instruction

Person Responsible Steven Royce (steven.royce@sarasotacountyschools.net)

Interventionist assigned to each grade level to allow for facilitation of more small group within each classroom.

Person Responsible Steven Royce (steven.royce@sarasotacountyschools.net)

In the area of ELA, it is also critically important that we enlist family support to create strong home to school connection and reinforcements of instructional skills and practice. Actionable steps:
1) Gocio encourages and provides support to families in the areas of ELA to include events such as FAST family information and learning evenings
2) access to all ELA instructional programming at no cost such as flocabulary, IReady, and textbook access to increase connection between school and home in the area of ELA.
3) Teachers conference with families a minimum of 3x per year going over ELA data and specific instructional strategies and progress monitoring.
4) Teachers use Class DoJo with families to ensure home school connections and we utilize our HSL to ensure students have all academic resources available in the home.

Person Responsible   Amy Baldwin (amy.baldwin@sarasotacountyschools.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Data shows a clear need for additional work with our instructional practice relative to math. Math, similar to ELA has been fairly stagnant over the last few years. While our overall learning gains and learning gains with our lowest quartile showed gains from the previous year, as a whole we are still well below district and state levels. With new statewide assessments and progress monitoring tools, it is critical that we begin to close the instructional gap for our students. As a result, we must address both student gaps in math skills as well as teacher instruction in this area.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	It is critical that as a school we address both math proficiency levels as well as learning gains across all subgroups and our lowest quartile. At 50% overall math learnings gains, 53% for the lowest quartile in gains, and a total proficiency of 46%, there is significant room for our school to improve. With effective strategies, targeted and high quality instruction we would expect to see improvements of: Math proficiency from 46% to 50% Math learning gains from 50% to 54% Math learning gains in the lowest quartile from 53% to 57% It will be a learning year for our teachers to understand the new state wide assessment and be able to use data to determine where students are and how to use the information to see what students need.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Math progress will be monitored through a variety of ways to ensure students academic success. First and foremost, students will participate in state wide progress monitoring (FAST) with a new summative assessment. This will be a year in which, teachers and administrators learn the information and data reporting tools that FAST will share. In addition, students will participate in district wide progress monitoring. These assessments will be administered by the classroom teacher and discussed at data chats. Interventionists are assigned to tested grade levels to work directly with the teacher to allow for additional small group instruction. Administration attends all data chats and helps to monitor academic progress monitoring data to guide instructional conversations.
Person responsible for monitoring outcome:	Steven Royce (steven.royce@sarasotacountyschools.net.net)
Evidence-based Strategy: Describe the evidence-based strategy being	There are a variety of strategies we are implementing in Math this year to increase student proficiency. 1) We are working as a staff on instructional professional development with our new series in math 2) We are implementing a book study, Learning by Doing as we begin to explore and fully understand the PLC process. 3) In addition teachers are participating in progress monitoring trainings, and working with an Instructional coach on best practices in the area of math

implemented for this Area of Focus.	4) We have also contracted with an interventionist at each grade level to allow for additional small group time with targeted instruction. 5) We have enlisted the help of district curriculum specialists in the area of math to work with our staff on best practices and strategies within the math block 6) Additional professional development and vertical conversations will happen for math instruction led by our instructional facilitator. Each teacher was provided with math toolkits for each student to be able to work hands on with math.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	As a school we are still seeing incredible instructional losses since covid. In prior years our math proficiency was over 10 percentage points higher than current. As a school we are finding that students are missing key fundamental elements of math that are creating significant difficulty as concepts become more complex. We are having to work to instruct students at current grade level standards as well as be re-taught areas that they missed or did not master from previous years. In order for teachers to be able to remediate such significant gaps in foundational skills they must truly understand exactly the gaps their students have, instruct in targeted ways to these areas, and have additional resources to provide the small group time students will need to catch up on these skills.

Action Steps to Implement

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

In order to increase math proficiency and learning gains we will do the following:
1) Targeted PD and data conversations at each grade levels.
2) CPT planning at each grade level weekly and an additional 1/2 day monthly to determine grade level specific needs and instructional strategies

Person Responsible	[no one identified]

In order to increase math proficiency and learning gains we will do the following:
1) Targeted PD and data conversations at each grade levels.
2) CPT planning at each grade level weekly and an additional 1/2 day monthly to determine grade level specific needs and instructional strategies

Person Responsible	Brittany Leavine (brittany.leavine@sarasotacountyschools.net)

Interventionist at each grade level

Person Responsible	Steven Royce (steven.royce@sarasotacountyschools.net.net)

Grade level, teacher level, and student level progress monitoring to determine progress.

Person Responsible	Steven Royce (steven.royce@sarasotacountyschools.net)

In the area of math we ensure that we enlist the support of parents and families. Gocio encourages and provides support to families in the areas of math to include events such as:
1) FAST family information and learning evenings, access to all mathematical instructional programming at no cost such as Reflex and Dreambo
2) challenges such as Winter math challenges to increase connection between school and home in the area of math.

3) Teachers conference with families a minimum of 3x per year going over math data and specific instructional strategies.

4) Teachers use Class DoJo with families to ensure home school connections and we utilize our HSL to ensure students have all academic resources available in the home.

Person Responsible Amy Baldwin (amy.baldwin@sarasotacountyschools.net)

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Gocio's ESE students make up the majority of our students in our lowest quartile. Both math and ELA proficiency are significantly below grade level averages. In addition, ELA experienced a significant drop in proficiency this past year in our SWD subgroup.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	In examining the school wide data for our ESSA subgroup (ESE students), as measured by the state, ELA proficiency was 13%. Math proficiency was 21%. Both of these are well below the Federal standard of 41%. Gocio would like to see an increase of proficiency in ELA to 20% in ELA and 25% in math.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	ELA and math progress for our ESSA subgroup of ESE students will be monitored through a variety of ways to ensure students academic success. 1) Students will participate in district wide progress monitoring and state wide PM tools. These assessments will be administered by the classroom teacher and discussed at data chats. 2) Interventionists are assigned to tested grade levels for both of our self-contained classrooms to work directly with the teacher to allow for additional small group instruction. 3) Administration attends all data chats and helps to monitor academic progress monitoring data to guide instructional conversations. 4) Teachers of SWD will be a part of all CPT and planning sessions with district and school level instructional coaches
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We are implementing a variety of strategies to assist our SWD. 1) Each of these students have been provided with additional interventions and small group instruction through their teacher as well as an interventionists that are targeting the specific areas that each student is struggling with. 2) In addition, each of the students families have been notified and provided with additional resources and strategies that can be used at home. Each of the students have individual goals specific to their academic progress that the classroom teacher regularly meets and updates the family on. 3) students have the opportunity to participate in individual and small group tutoring by Gocio teachers 4) In the area of ELA, teachers are in year two of LLI training to target specific areas in reading
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	When students have significant gaps in instruction that have occurred as a result of many factors; absenteeism, covid and online instruction, direct and explicit instruction must occur so that each specific area of deficit can be addressed. By providing an interventionist, the teacher or support person is able to provide daily individualized instruction for students. In addition by providing teachers with the opportunity to plan and work

together with district and school level instructional coaches, they can professional grow and develop their skills.

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

1) each grade level dissects data according to LQ and subgroups.
2) Teacher teams and administration examined areas of deficit and current progress monitoring scores
3) Interventionist added to grades 3,4,5 to offer specific and small group support for students

Person Responsible   Steven Royce (steven.royce@sarasotacountyschools.net)

In the area of our students with disabilities, we enlist the support of parents and families by creating goals as a team and communicating next steps for instructional growth.
Our ESE liaison and resource staff engage our parents and families through IEP meetings, conferences, and progress monitoring plans. Gocio uses a faciliatated IEP model so all parties can have a voice. Individual Education Plans are established according to each student's timeline and families are encouraged to participate. Our HSL ensures that all families have the resources needed so that our students with disabilities are successful and that they are accessing all they need to ensure academic growth by the end of the academic year.

Person Responsible   shannon dromgool (shannon.dromgool@sarasotacountyschools.net)

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Currently our lowest quartile is struggling to make learning gains. In the past year, we have alternated between reading and math in terms of acceptable growth. In 2021-22 in math only 24% showed a years worth of growth. In reading, it was better at 58%, but this is still lower than what we want to see. This past year, our lowest quartile in math showed growth of 53%, while our lowest quartile in ELA was only 37%. We know from dissecting the data of our lowest 25% of students in grade 3,4,and 5 that these students fall into multiple ESSA subgroups. Two areas in particular, SWD and multiracial have fallen below the federal index.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	In regards to expected growth with our lowest quartile, In the area of reading and math we would hope to see a minimum of a 4% growth in each of these areas. That would increase our math lowest quartile learning gains from 53% making gains to 57%. While we expect higher, we know from current progress monitoring that we have significant skill gaps that we have to address. In reading, we had a significant drop and hope to begin a steady growth again. We would expect our lowest quartile to make gains and would anticipate learning gains increasing from 37% to 41%. In our two ESSA subgroups that have fallen below the federal index we would like to see: SWD increase proficiency from 30 to 34% and our multiracial students increase from 40 to 41%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We have already determined using this past years FSA data as well as the district dashboard what students fall into our lowest quartile. In addition we have completed our first round of FAST testing. All of these data points have provided excellent specifics into areas that students need additional instruction. Teachers have examined the specific student data from their class paying careful attention to the LQs. Each of these students are receiving additional interventions in needed academic areas on a daily basis. In addition, constant progress monitoring will take place with each of these students to determine growth in each area and any additional interventions or support that would need to occur.
Person responsible for monitoring outcome:	Marya Annicelli (marya.annicelli@sarasotacountyschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Each of these students have been provided with additional interventions and small group instruction through their teacher as well as an interventionists that are targeting the specific areas that each student is struggling with. In addition, each of the students families have been notified and provided with additional resources and strategies that can be used at home. Beyond that many of our teachers are in year two of a district research based LLI training to work with students in foundational reading skills. The majority of these students are in our ESSA subgroup of SWD.

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

When students have significant gaps in instruction that have occurred as a result of many factors; absenteeism, covid and online instruction, direct and explicit instruction must occur so that each specific area of deficit can be addressed. By providing an interventionist, the teacher or support person is able to provide daily individualized instruction for students.
In addition by providing teachers with the opportunity to plan and work together with district and school level instructional coaches, they can professional grow and develop their skills.

Action Steps to Implement

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

1) each grade level dissects data according to LQ and subgroups.
2) Teacher teams and administration examined areas of deficit and current progress monitoring scores
3) Interventionist added to grades 3,4,5 to offer specific and small group support for students

Person Responsible   Steven Royce (steven.royce@sarasotacountyschools.net.net)

In the area of our students with disabilities and other ESSA subgroups, we enlist the support of parents and families by creating goals as a team and communicating next steps for instructional growth. These conferences are completed in person (if at all possible) with clear data so families understand where students are and where they need to be. Gocio has 3 parent conferences a year, but will confer with families as often as needed. Our HSL ensures that all families have the resources needed so that our students with disabilities are successful and that they are accessing all they need to ensure academic growth by the end of the academic year.

Person Responsible   Amy Baldwin (amy.baldwin@sarasotacountyschools.net)

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

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

Currently this year we have begun to utilize the state wide progress monitoring system to determine how students are performing. On our first PM assessment the number of students who were not on track to score a level 3 or higher on the standardized ELA assessment were:
K: 81%
1st: 52%
2nd: 61%
As a result of these current percentages that are well below district and state averages, Gocio has had to re-examine how we instruct in the area of ELA. While we have a high percentage of ELL learners, it is imperative that we utilize the best instructional strategies and resources to begin to close the achievement gap for our students. We have implemented the following:
1) schoolwide study of the PLC process to develop a firm understanding of the importance of collective efficacy
2) enlisted the support and guidance of district ELA specialists who have gone on a variety of instructional walkthroughs and are working with teams to determine grade level trends
3) 1/2 day planning with grade level teams with our instructional coaches to dive deep into standards and how we approach them instructionally. In addition, time spent to fully understand the new PM tools and how to best use them to guide instruction for students.
4) District wide progress monitoring tools to use to determine where students are at and then what intervention they need to meet the standard

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

Currently this year we have begun to utilize the state wide progress monitoring system to determine how students are performing. On our first PM assessment the number of students who were not on track to score a level 3 or higher on the standardized ELA assessment were:
3rd: FAST 64%, 2022 FSA 34%
4th: FAST 59%, 2022 FSA 45%
5th: FAST 58%, 2022 FSA 45%
As a result of these current percentages that are well below district and state averages, Gocio has had to re-examine how we instruct in the area of ELA. While we have a high percentage of ELL learners, it is imperative that we utilize the best instructional strategies and resources to begin to close the achievement gap for our students. We have implemented the following:
1) schoolwide study of the PLC process to develop a firm understanding of the importance of collective efficacy

2) enlisted the support and guidance of district ELA specialists who have gone on a variety of instructional walkthroughs and are working with teams to determine grade level trends
3) 1/2 day planning with grade level teams with our instructional coaches to dive deep into standards and how we approach them instructionally. In addition, time spent to fully understand the new PM tools and how to best use them to guide instruction for students.
4) District wide progress monitoring tools to use to determine where students are at and then what intervention they need to meet the standard

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

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

It is critical that as a school we address both ELA proficiency levels as well as learning gains across all subgroups and our lowest quartile. At 53% overall reading learnings gains, 37% for the lowest quartile in gains, and a total proficiency of 45%, there is significant room for our school to improve. With effective strategies, targeted and high quality instruction we would expect to see improvements of:
ELA proficiency from 45% to 49%
ELA learning gains from 53% to 57%
ELA learning gains in the lowest quartile from 37% to 41%
Specifically at each grade level we would like to see the following:
Grade K: 19% proficient to 30% proficient.
Grade 1st: 48% proficient to 60% proficient.
Grade 2nd: 39% proficient to 50% proficient.
It will be a learning year for our teachers to understand the new state wide assessment and be able to use data to determine where students are and how to use the information to see what students need.

Grades 3-5: Measureable Outcome(s)

It is critical that as a school we address both ELA proficiency levels as well as learning gains across all subgroups and our lowest quartile. At 53% overall reading learnings gains, 37% for the lowest quartile in gains, and a total proficiency of 45%, there is significant room for our school to improve. With effective strategies, targeted and high quality instruction we would expect to see improvements of:
ELA proficiency from 45% to 49%
ELA learning gains from 53% to 57%
ELA learning gains in the lowest quartile from 37% to 41%
Specifically at each grade level we would like to see the following:
Grade 3: 34% to 40% proficient
Grade 4: 45% to 50% proficient
Grade 5: 45% to 50% proficient
It will be a learning year for our teachers to understand the new state wide assessment and be able to use data to determine where students are and how to use the information to see what students need.

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

As a school we will be monitoring each area of focus throughout the year. The new statewide PM tool is available in grade k-5 and results are almost immediate. Admin, teachers, and grade level team will evaluate this data as it is released and make instructional decisions from it. As a team, we meet to work with teachers to ensure that supports are in place to help students be successful. Student information is shared with parents at parent conferences so school and home can work together. We also use district level progress monitoring tools to determine how students are progressing in each of the foundational areas of reading. Each of these specific areas are monitored for growth for each student.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Royce, Steven, steven.royce@sarasotacountyschools.net.net

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Evidence based programs that Gocio is implementing to achieve measurable outcomes in each grade level are centered around teacher professional development and planning. By working together with curriculum experts, modeling lessons, tailoring instruction to standards and student needs, we believe that we have the best opportunity to increase student achievement. By adding 1/2 day planning monthly for teams, this allows teams to come together, have additional time to examine data, reflect on instructional practices, and be reflective about strategies that are working. teacher collective efficacy is one of the highest impact strategies that have been proven to work. These particular strategies align with the district comprehensive evidence reading based plan.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

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

The rationale for choosing the particular practices of teacher development are specific to the need at Gocio. We have hard working teachers that care about their students. There is evidence that some classrooms perform significantly better than others. In addition the district has curriculum experts that have built a

relationship of trust and learning with Gocio staff. By increasing of teacher effectiveness (the highest impact on student success) we believe we have the highest opportunity to increase student achievement.

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

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Professional Learning: Teachers will work collectively with their grade level, instructional coaches and district curriculum specialists to refine the reading block, determine best instructional resources and examine class and grade level data trends. Teachers will model lessons, co-teach, and participate in feedback to improve performance.	Royce, Steven, steven.royce@sarasotacountyschools.net
Assessment: Gocio will participate in state and district progress monitoring assessments. Data will be dissecting and will then guide instructional decision making. This year will be a year of learning for new progress monitoring tools. Gocio staff will engage in learning the reports, information, and how to best use the data to support student growth.	Royce, Steven, steven.royce@sarasotacountyschools.net
Literacy Leadership: Gocio's LLT team meets monthly and has been working on a literacy focus for the school centered around vocabulary. The team has representatives from each grade level to share back with their team and reach consensus regarding school wide initiatives.	Annicelli, Marya, marya.annicelli@sarasotacountyschools.net
Literacy Coaching: Gocio has two instructional coaches. Both of these coaches receive ongoing training from the district regarding instructional practices, curriculum resources, and coaching. In turn, our school level coaches meet weekly with teams to support them in all instructional areas. They will co-teach, model lessons, provide feedback, assist with data and help with interventions for students.	Annicelli, Marya, marya.annicelli@sarasotacountyschools.net

Positive Culture & Environment

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

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

Gocio builds a positive school environment with all stakeholders through a variety of avenues. Starting at the beginning of school and then throughout the school year, it is critically important that we build open lines of communication with our families. One way that we work to just that is Gocio works diligently to build long lasting positive relationships with families at our school. Every year we have our Meet the Teacher and Open House and Title I night. It was wonderful to have both of these events in person again this year. Both of these events are encouraged for families to get to know their teacher, staff, and culture of Gocio. We work to communicate with families in their native language and use school wide programs such as Class DoJo to provide daily updates to families. Almost every teacher uses the DoJo app to communicate with our families in a format they are comfortable with.

In addition we have monthly school newsletters that are sent home in English and Spanish. We regularly update our website, marquee, and send home Connect Ed messages to ensure that families are up to date on school events. Our newsletters focus not just on the on-goings at Gocio, but provide tips and tricks for ways that families can be an integral part of their child's school experience.

Gocio utilizes our home school compact to establish clear expectations of roles with families, students, and school. In addition during our first quarter we have a parent teacher conference week to update families on their students academic progress. We share relevant data and work to ensure that families understand this information in relation to state and district expectations. Throughout the year we host a variety of evening events to connect parents to the larger school environment.

For students we use a PBIS system to encourage and promote positive behavior and choices. This system is used in every classroom and even extends to our bus drivers. Students can earn owl feathers that they can use to shop in our Prime store. Teachers use incentive charts and rewards, and school wide we have a variety of opportunities for students to be recognized making good choices. Students have guidance classes that work with them on areas that involve the whole child as well.

For volunteers and community members, Gocio has worked over the last few years to build strong partnerships in both of these areas. Gocio has a large number of volunteers that help both academically, with school functions, and financial needs of the school. Volunteers choose to come back to Gocio again and again because of the relationships that they create. Business partners are a part of our SAC, provide valuable input, and regularly attend school functions.

Gocio teachers and staff are an invaluable group of individuals that help create the culture and community here at school. They serve on SDMT and SAC and we look to them often for input and feedback. The leadership team works daily to recognize the work teachers do through monthly "treat trolleys," certificates, honoring time, and ensuring that they have the time and resources to do their incredibly important job. We try to make sure we have very clear ways that staff can recognize one another and celebrate the work they do.

We continue to evaluate and look at what things are going well and what things we can continue to work to improve for our staff and students.

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

There are many stakeholders that have incredible value in promoting a positive culture and environment at our school.

Our Leadership/Administration team works to ensure the overall climate and culture of our school. Our administrative team is ultimately responsible for the safety of staff and students, PBIS team, school wide events, and recognition of staff and students. In addition as a leadership team we work daily to create a climate that is happy and positive.

PBIS team-Works to create school wide incentives, programs, and structures for classroom teachers and students to recognize positive behavior on campus. In addition, the PBIS team examines school wide data to see what areas in our school need to be retaught so all students can meet the behavioral expectations.

Teachers-Participate in school wide training (such as CHAMPS) and are responsible for maintaining a positive classroom environment. Teachers are in charge of teaching each expectation as well as reinforcing and re-teaching these throughout the year. Teachers are also responsible for modeling expectations (ongoing) and communicating with families on a regular basis school and class events.

Students-Responsible to following expectations and creating environments on campus that is safe and welcoming for our all.

Families-Supporting and reinforcing the school and teacher in structures and expectations taught at school.