

Sarasota County Schools

Gocio Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Gocio Elementary School

3450 GOCIO RD, Sarasota, FL 34235

www.sarasotacountyschools.net/gocio

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

Our Mission at Gocio Elementary School is: A community that educates, empowers, and inspires lifelong learners.

As a school staff, we embrace the district's mission of "Every Student Every Day."

Provide the school's vision statement.

Gocio Elementary School's vision is to foster well educated, confident learners who navigate life successfully.

Both the vision and mission were created and developed by the staff and faculty of Gocio Elementary to guide every action that we do.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
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	ESE liaison responsible for managing ESE students, IEP plans, ESE paras and working with classroom teachers to provide interventions specific to student needs.
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.
Kanotz, Rob	Teacher, K-12	Rob is our Kindergarten team lead and member of our Guiding Coalition for PLC. He helps guide his team as well as our school on instructional planning and strategies. In addition he helps to coordinate the school's effort to implement the PLC process, which monitors and supports the work of the collaborative teams.
Adams, Rose	Teacher, K-12	Rose is our Grade 2 team lead and member of our Guiding Coalition for PLC. She helps guide her team as well as our school on instructional planning and strategies. In addition she helps to coordinate the school's effort to implement the PLC process, which monitors and supports the work of the collaborative teams.

Name	Position Title	Job Duties and Responsibilities
Smithson, Angela	Teacher, K-12	Angela is our Third grade team lead and member of our Guiding Coalition for PLC. She helps guide her team as well as our school on instructional planning and strategies. In addition she helps to coordinate the school's effort to implement the PLC process, which monitors and supports the work of the collaborative teams.
wright, michelle	Teacher, PreK	Michelle is our pre-k team lead and member of our Guiding Coalition for PLC. She helps guide her team as well as our school on instructional planning and strategies. In addition she helps to coordinate the school's effort to implement the PLC process, which monitors and supports the work of the collaborative teams.
ruotolo, tracy	Teacher, K-12	Tracy is our 5th grade team lead and member of our Guiding Coalition for PLC. She helps guide her team as well as our school on instructional planning and strategies. In addition she helps to coordinate the school's effort to implement the PLC process, which monitors and supports the work of the collaborative teams.

Stakeholder Involvement and SIP Development

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

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

The School Improvement process is a continuous process led by the guiding coalition at Gocio. Given that Gocio has fully embraced the PLC process and firmly believes that key stakeholders must guide and lead the mission and vision; it is critical that this team lead the improvement process. The School Improvement process involves examining key data and proficiency rates of each sub group and each specific student. Teams worked over the summer to breakdown data by teacher to identify areas of strengths and weaknesses and plan for the coming school year. Since the SIP is a living document, it is then shared with the larger school community for feedback when the school year begins and adjustments are made as progress monitoring data becomes available.

SIP Monitoring

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

Gocio's School Improvement plan will monitored throughout the year with the input of the guiding coalition and the school advisory council. Clear goals are set in the SIP, and critical instructional structures and systems will be out in place throughout the academic school day to help support struggling students and enrich those that are on or above level. During the summer, members of the guiding coalition were trained on understanding and implementing essential state standards and developed calendars to map out instruction, plan for assessment, and built in remediation. Each team will meet weekly to discuss the instructional progress of students. Through progress monitoring data teams will make decisions on adjustment to instruction to help students towards mastery. As the results

of this data the SIP may need revisions in regard to supports or structures. In addition, the SIP will be reviewed at key intervals of assessment.; in particular FAST and STAR by the leadership team, SAC, PTO and SDMT meetings. The SIP as a living document will be revised based upon the data and how each subgroup is performing.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	77%
2022-23 Economically Disadvantaged (FRL) Rate	88%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	26	32	32	28	28	21	0	0	0	167
One or more suspensions	1	6	7	8	12	6	0	0	0	40
Course failure in English Language Arts (ELA)	0	0	0	0	1	14	0	0	0	15
Course failure in Math	0	0	19	29	3	15	0	0	0	66
Level 1 on statewide ELA assessment	0	0	0	15	27	26	0	0	0	68
Level 1 on statewide Math assessment	0	0	0	9	17	25	0	0	0	51
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	6	19	15	17	15	0	0	0	73

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

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	27	25	19	31	15	25	0	0	0	142
One or more suspensions	1	2	5	9	6	10	0	0	0	33
Course failure in ELA	0	0	0	22	16	3	0	0	0	41
Course failure in Math	0	0	0	22	11	1	0	0	0	34
Level 1 on statewide ELA assessment	0	0	0	20	7	37	0	0	0	64
Level 1 on statewide Math assessment	0	0	0	14	10	33	0	0	0	57
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	36	31	27	74	46	26	0	0	0	240

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	2	28	26	46	0	0	0	103

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	27	25	19	31	15	25	0	0	0	142
One or more suspensions	1	2	5	9	6	10	0	0	0	33
Course failure in ELA	0	0	0	22	16	3	0	0	0	41
Course failure in Math	0	0	0	22	11	1	0	0	0	34
Level 1 on statewide ELA assessment	0	0	0	20	7	37	0	0	0	64
Level 1 on statewide Math assessment	0	0	0	14	10	33	0	0	0	57
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	36	31	27	74	46	26	0	0	0	240

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	2	28	26	46	0	0	0	103

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	41	65	53	45	66	56	45		
ELA Learning Gains				53			48		
ELA Lowest 25th Percentile				37			58		
Math Achievement*	56	68	59	46	52	50	47		
Math Learning Gains				50			30		
Math Lowest 25th Percentile				53			24		
Science Achievement*	44	69	54	49	67	59	32		
Social Studies Achievement*					65	64			
Middle School Acceleration					51	52			
Graduation Rate					60	50			
College and Career Acceleration						80			
ELP Progress	61	68	59	46			60		

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

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	242
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	47

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	379
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	4	2
ELL	38	Yes	1	
AMI				
ASN				
BLK	40	Yes	1	
HSP	48			
MUL	42			
PAC				
WHT	51			
FRL	46			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	3	1
ELL	44			
AMI				
ASN				
BLK	46			
HSP	44			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	40	Yes	1	
PAC				
WHT	66			
FRL	48			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	41			56			44					61
SWD	26			38			20				4	
ELL	27			51			23				5	61
AMI												
ASN												
BLK	29			53			40				4	
HSP	41			59			45				5	61
MUL	53			37			36				3	
PAC												
WHT	51			58			53				4	
FRL	38			52			39				5	63

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	45	53	37	46	50	53	49					46
SWD	13	25	33	21	40	42	23					42
ELL	38	50	46	37	44	50	38					46
AMI												
ASN												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK	31	52		43	57		45					
HSP	45	50	34	44	45	47	44					46
MUL	44	54		31	31							
PAC												
WHT	56	66		57	68		82					
FRL	43	53	39	45	53	56	47					47

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	45	48	58	47	30	24	32					60
SWD	21	35	40	22	23	17	24					
ELL	36	47	77	46	43		19					60
AMI												
ASN												
BLK	26	21		38	16		29					
HSP	44	46	63	48	37	36	27					62
MUL	47			41								
PAC												
WHT	62	68		50	32		48					
FRL	41	44	59	44	28	25	29					61

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	41%	67%	-26%	54%	-13%
04	2023 - Spring	36%	67%	-31%	58%	-22%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	32%	61%	-29%	50%	-18%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	64%	70%	-6%	59%	5%
04	2023 - Spring	51%	70%	-19%	61%	-10%
05	2023 - Spring	41%	66%	-25%	55%	-14%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	39%	67%	-28%	51%	-12%

III. Planning for Improvement

Data Analysis/Reflection

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

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

The data component that showed the lowest performance was our students with disabilities (SWD). Our SWD subgroup has performed over the last three years below 41 (the Federal Index) The lack of growth with this subgroup is incredibly concerning as our SWD need the most support and need to demonstrate the most growth. In addition this groups proficiency level has been stagnant or decreased over the last three years.

While there are contributing factors concerning our SWD, the lack of proficiency is still incredibly concerning. In one of our Self contained classes as well as one of our 4th grade classes with a significant number of ESE students we had staffing issues that had a direct impact on student performance. In one of the classes, the teacher left at the Winter break and there was a large transition that students experienced. In the other, the teacher missed a large amount of instructional days resulting in academic loss for students.

Other contributing factors for the proficiency levels are quite complex and not one dimensional. 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. These

students are now in tested grade levels.

Attendance over the last two years have been a serious issue for continuity for instruction for students.

There are additional trends school wide that need to be addressed as well. There have been multi year trends over the last few years in ELA across all grade levels. In ELA proficiency across grade levels remains fairly stagnant and continues to be below district averages. ELA overall proficient levels also fell below the state. With the change in assessments, Gocio students struggled significantly to keep similar proficiency levels in ELA as in past years.

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

The data component that showed the biggest decline was ELA across all grade levels. While we demonstrated gains in certain subgroups and specific classrooms, 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--most significantly ELA. In 2019, ELA proficiency levels were 54%. Last year, ELA proficiency was 45% and this past year with the new FAST assessment overall proficiency stood at 32%. 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 again in certain groups, we are not keeping pace with our school district or state.

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

Compared to the state average the data group that had the largest gap was ELA. Data shows a clear need for additional work with our instructional practice relative to ELA. Both ELA proficiency are still well below district averages with all students in each subgroup. In addition, proficiency data over the last two years has declined. As a result, it is critically important that we address both student gaps in ELA skills as well as teacher instruction in this area.

Contributing factors are complex across the grade levels. We had staffing issues at two of the grade levels that led to steep declines in both of those classrooms. Additionally, new standards (BEST standards-only in year 2), as well as a new ELA curriculum teachers (year 2 as well) demonstrated the need for additional guidance, professional development, and modeling from instructional specialists.

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.

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

The data component that showed the most improvement was Math across grade levels, with significant growth in math in grade 3. Less than ten percent of grade 3 students were proficient at PM1. We had over a 40% growth from PM1 to PM3.

Teachers worked extensively with grade levels teams as well as district curriculum experts to refine instruction, assessment, and re-teaching and extension lessons.

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

Two areas of concern are attendance and behavior. Early Warning indicators show clearly that our school continues to struggle with students who demonstrate excessive absences. If students are not in attendance it is incredibly challenging to have them master critical standards. Many of our youngest

students miss over 10% of the school year creating early gaps that hinder developmental reading and math skills that are necessary for later more complex skills.

In addition our school experienced significantly more serious behavior infraction which led to our highest OSS rate in over 5 years. These are significant challenges to overcome, but necessary for our students to be as successful as we know they can.

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

Gocio's priorities this school year relative to school improvement are all centered around increasing proficiency. Currently there is not a clear system for student growth (this past school year 22-23' there was none), so we can only set goals for percent student proficient. There are multiple academic issues that must be high priority for Gocio students.

1) First, SWD must begin to demonstrate growth. Two years ago, the ELA proficiency was 21 percent, but dropped to 13 percent. This type of decline sets students significantly behind potentially for years.

2) Secondly, as a whole our ELA proficiency was the lowest in the district except for charter schools. At 32% proficiency in grades 3-5, we are well below Sarasota County district average. This is a high priority for the coming school year.

3) In addition, our multi racial students fell below the Federal Index for the first time last year.

4) One of the additional areas that is impacting academic areas is student discipline. This past year we had our highest level of student referrals resulting in ISS, OSS, and students missing key instructional time. Re-examining our PBIS program, Champs, routines and procedures to start the 23-24 school year will be critical. Students have to be in class to make growth.

5) Additionally one of our top priorities this year will be in 4th grade. We have an entire new team and multiple students who are advancing to grade 4 who are below academic standards. This will put immediate pressure on grade 4 teachers and they will be in need of significant support.

Area of Focus

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

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

Area of Focus Description and Rationale:

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

As demonstrated in our EWS data, our discipline data is cause for concern and must be addressed in a proactive manner. The 22-23' school year had the highest number of referrals, OSS, ISS, and BTAs in the last five years. This data is represented in not only the EWS, but our internal data tracking systems as well. In addition, in meeting with each team of teachers, each grade level expressed concern regarding student discipline.

Ensuring that students have a positive culture and learning environment at Gocio is the first critical step towards increasing academic time for students. If students are happy at school, feel safe and are not distracted with behavior that interferes with learning than more learning has the opportunity to take place.

Measurable Outcome:

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

Gocio discipline data, specifically referrals and OSS days will decrease by 10 percent. This will be measured by number of referrals and number of days out of school suspension.

Monitoring:

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

Our PBIS team will monitor our discipline data monthly. Monitoring is only one aspect however. At each monthly meeting specific areas of concern (areas that have shown concern through data) will be discussed to problem solve and work together as a staff to ensure that specific strategies are explored to help improve student behavior.

Person responsible for monitoring outcome:

Marya Annicelli (marya.annicelli@sarasotacountyschools.net)

Evidence-based Intervention:

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

The intervention being implemented for this area of focus is PBIS (Positive behavior support). As a school we will be beginning the year with a refocus

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

PBIS is an evidenced based strategy that has been proven to improve behavior in school environments. When there is consistency across the school setting students perform better. When Gocio has consistently implemented a strong PBIs plan with clear expectations student behavior has improved as a result.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Reteach PBIs expectations through clarity and modeling
Ongoing PBIs lessons via GNN (morning news) and guidance lessons

Person Responsible: Marya Annicelli (marya.annicelli@sarasotacountyschools.net)

By When: -pre-week with teachers -first 2 weeks of school with students -Monthly check ins with PBIS team and data progress monitoring

#2. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our SWD subgroup has been consistently performing below proficient levels. For the last three years this particular sub group has performed below the 41st percentile. The data has been evident in all areas, but most glaring in ELA.

Measurable Outcome:

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

Our SWD will demonstrate increase in reading proficiency by 7 percent.

Monitoring:

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

Our SWD will be monitored through all progress monitoring tools and specifically through FAST progress monitoring. We will use the F.A.S.T. progress monitoring assessments 1, 2 and 3. For grades K-1, we will identify which essential skills students are not mastering and intervene with small group and additional instruction. For grades 2-5 we will use district interim assessments that will be given in Oct and March as well as other district progress monitoring tools.

Person responsible for monitoring outcome:

Steven Royce (steven.royce@sarasotacountyschools.net)

Evidence-based Intervention:

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

The evidenced based intervention that will be in place for our SWD is:

- additional teacher training in the area of literacy
- small group teaching and DI
- continual progress monitoring

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Our SWD need the most intensive attention. In addition teachers working with students who need the most attention need the most support and professional development to help guide instruction that needs such detailed DI.

Tier of Evidence-based Intervention

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

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

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 monthly

3) data chats and next steps for instruction -initial progress monitoring data of SWD subgroups

4) Teacher observations and feedback

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

By When: -ongoing throughout the school year

Grade level teams will prepare a parent information night about instruction and materials being used at school unique to their child's grade level and assessments they will be taking. ELA topics include B. EST standards, iReady, and specific reading/writing strategies to reinforce at home.

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

By When: Fall and winter parent night depending on grade level.

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 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)

By When: ongoing throughout the school year

#3. ESSA Subgroup specifically relating to Multi-Racial**Area of Focus Description and Rationale:**

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

Gocio's multi racial subgroup in 2022-23 were below the Federal Index measure. This subgroup had a 40% percent proficient in ELA.

Measurable Outcome:

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

Gocio Multi racial subgroup will increase proficiency by 5 percentage points as measured by the PM3 FAST assessment.

Monitoring:

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

Progress monitoring will be used throughout the school year to determine how students are progressing. We will primarily use F.A.S.T./Star data to monitor the progress of each student and determine what skills they are below mastery in. Data will be sorted and analyzed to target specific students/subgroups for intervention. In addition we will use district progress monitoring tools such as phonics, phonemic awareness, fluency, reading records, and unit assessments.

Person responsible for monitoring outcome:

Brandy Diveley (brandy.diveley@sarasotacountyschools.net)

Evidence-based Intervention:

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

Additional instruction in ELA will be determined by using the Striving Reader Decision Tree. This will help guide teachers in regards to needed interventions and extension. For students in need of tier II and tier III interventions, staff will utilize the the decision making tree and progress monitoring guidance document to identify screeners, interventions, and monitoring tools to determine next steps for instruction for students.

Teachers will also be using additional resources such as Heggerty, Benchmark Advance, Small Group lessons, and LLI (leveled literacy intervention). These additional resources support the recommendations for phonemic awareness, phonics, fluency, vocabulary, and comprehension for literature and informational text.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Each of these resources and strategies are best practice to help struggling readers. In addition, all of the resources and strategies have been vetted and approved by our Curriculum Department in our district.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

- initial progress monitoring data of Multiracial subgroups
- monthly progress monitoring of each student
- teacher observations and feedback

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

By When: -ongoing through the school year.

In the area of our MULTI 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: Steven Royce (steven.royce@sarasotacountyschools.net.net)

By When: -ongoing throughout the year

In the area of our MULTI 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: Steven Royce (steven.royce@sarasotacountyschools.net.net)

By When: -ongoing throughout the year

CSI, TSI and ATSI Resource Review

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

Funding allocations for SIP will be presented to the following committees: SDMT (Shared Decision Making Team), SAC (School Advisory Council), and the school leadership team. Those committees will reach consensus on, and approve funding allocations to ensure resources are allocated based on needs for Gocio that has been clearly demonstrated through data.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

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

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

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

In evaluating our PM1 data from 2022 school year to our PM1 data for 2023, there are concerns that need to be addressed strategically. The percentage of students in K for the 2023 school year that were below the 39th percentile were 42%. This needs to be monitored closely as many students did not get a score as they did not pass the practice test. In grade 1 the students on the early literacy test, only 58% scored at a proficient level, and in grade 2 the number dropped to 41%.

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

In evaluating our PM1 data from 2022 school year to our PM1 data for 2023, there are concerns that need to be addressed strategically. Students in the red (currently on track to score below level) stood at 59% while this year it is at 61%. Each grade in 3,4,5 were above 50% in the red. Grade three had 68%, grade 4 had 62%, and grade 5 had 52%.

Measurable Outcomes

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

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

Grades K-2 Measurable Outcomes

Currently the state wide progress monitoring program for K-2 is STAR. In addition Sarasota County uses Benchmark assessments as well as a progress monitoring system administered 3x during the school year. This tool provides specific data points in the areas of phonics, phonemic awareness, fluency, and reading levels.

Kindergarten currently had 58% of students at proficiency level on the first PM assessment. However, this number is not entirely accurate as many students failed to pass the practice test. As a result, we are setting our goal for proficiency in PM3 at 60%.

For grade 1, on PM1 58% of students were at a proficient level, however there were 34 students not tested on early literacy as they did not pass the practice test. Based on that and our district wide PM data which showed significant gaps in first grade, our PM 3 goal is 50%.
In grade 2 41% of students were proficient on PM1. Our goal for PM3 is 50%.

Grades 3-5 Measurable Outcomes

In evaluating our PM1 data from 2022 school year to our PM1 data for 2023, there are concerns that need to be addressed strategically. Students in the red (currently on track to score below level) stood at 59% while this year it is at 61%. Each grade in 3,4,5 were above 50% in the red. Grade three had 68%, grade 4 had 62%, and grade 5 had 52%.

Our goal for PM3 for grade 3 is 50% proficient.

Our goal for PM 3 for grade 4 is 50% proficient.

Our goal for PM3 for grade 5 is 60% proficient.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

With significant proficiency concerns in all grade levels, consistent and deliberate focus will be critical to reach desired goals.

At each grade level, administration and instructional facilitators work directly with grade level teachers to set each team level goal.

From there, an additional data point for each student growth and/or proficiency was set in grades 3-5.

Each student data will be monitored at each PM and progress toward the goal will be determined.

Additional training this summer in PLC work was attended by all team leads and each team is incorporating academic driven collaborative planning times where the team plans together and determines areas of need within each classroom.

At each CPT data of student progress and planning for instruction are the focus. Administration attends CPTs to help facilitate if needed.

In addition Gocio administration is working in direct conjunction with the district on IMPACT reviews in which specific instructional strategies and their impact are monitored.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Royce, Steven, steven.royce@sarasotacountyschools.net

Evidence-based Practices/Programs

Description:

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

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

In order to reach desired level of proficiency evidenced based programs and practices used consistently and with fidelity are critical to move student achievement. First, each grade level must implement solid Tier I instruction aligned to state standards and at the appropriate level of rigor. Ensuring that all students have access and instruction to the core curriculum is essential. Within this curriculum students will be instructed with a variety of strategies, but classrooms will ensure that students have time with grade level text, as well as the use of multi sensory strategies with words. Instruction will occur in each of the foundational reading areas; phonics, phonemic awareness, fluency, vocabulary, and comprehension. When students struggle, teachers will utilize more intense and explicit instruction in the area of weakness. This will be daily in small group with skill driven focused instruction. Each grade level also has an interventionist who can help with this instruction. For small group instruction LLI will also be used to help remediate.

Training is also essential and will be ongoing throughout the year based on our specific IMPACT walk throughs.

Rationale:

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

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

Evidence suggests that having a top quality teacher instructing students is the number one way to move student achievement. Therefore, each and every strategy we have chosen is primarily focused on the teacher. IMPACT walk throughs, reviews, and tailored PD with strengthen both strong and weaker teachers instruction alike. In addition research suggests that having a strong core curriculum and tier I instruction that scaffolds for learners is critical to move student achievement.

LLI is an evidenced based intervention that has been proven to work with our population of students.

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
<p>IMPACT walkthroughs, reviews, and action planning. -regular walkthroughs focused on specific areas of instruction with targeted PD afterwards based on trends observed. IMPACT reviews with be conducted with district leadership and curriculum experts and PD will be tailored based on specific trends we observe with instruction. Literacy Leadership: IMPACT process lead by district and school admin Literacy coaching: our coach with be a part of the IMPACT process and be able to model and coach teachers based on data and trends Assessment: Follow up after PD with student progress Professional Learning: specific PD tailored based on walk through information collected</p>	<p>Royce, Steven, steven.royce@sarasotacountyschools.net</p>
<p>Professional Development will be specifically tailored based on grade level walk through trends. This will be mini PD (or longer if needed) that will be as a direct result of what teachers need. Teachers will be able to work directly with the Literacy coach and Instructional facilitator on specific high impact instructional strategies.</p>	<p>Diveley, Brandy, brandy.diveley@sarasotacountyschools.net</p>

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

SIP and progress will be shared and disseminated to all stakeholders of the Gocio community in a variety of methods. All community members have an open invitation to attend SAC and we notify them of this in preferred language through newsletters, class DoJo and Connect Ed messages. These dates are also on our webpage. Gocio also takes the SIP and condenses it into a one page document that details key data and is written in plain language to make it easily accessible to families.
 -Connect Ed

-Class Dojo
 -Gocio quick Sheet for SIP
 Web page

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

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. Every year we have our Meet the Teacher and Open House and Title I night. 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.

In addition we have monthly school newsletters that are sent home in English and Spanish and posted on our webpage. 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. For example our behavior specialists highlights ways families can work on skills together. 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. 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.

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

It is critical that Gocio strengthens the academic programming and instruction for students to grow. This coming year through the hard work of CPTs we plan to utilize staff grade level collaboration for the purpose of determining what students are expected to know and be able to do and have a clear understanding and definition of what proficiency looks like at each grade level. Determining what are the best teaching strategies for students to work towards mastery will be critical conversations.

Gocio will utilize instructional facilitator positions with academic focus in ELA and Math. Both of these coaches have extensive knowledge of the BEST standards and the ability to work with adults. In order for this to occur it will be essential that all stakeholders know our five priorities for the year as well as our

areas of focus.

Gocio's priorities this school year relative to school improvement are all centered around increasing proficiency. First, SWD must begin to demonstrate growth. Two years ago, the ELA proficiency was 21 percent, but dropped to 13 percent. This type of decline sets students significantly behind potentially for years.

Secondly, as a whole our ELA proficiency was the lowest in the district except for charter schools. At 32% proficiency in grades 3-5, we are well below Sarasota County district average.

In addition, our multi racial students fell below the Federal Index for the first time last year.

One of the additional areas that is impacting academic areas is student discipline. This past year we had our highest level of student referrals resulting in ISS, OSS, and students missing key instructional time. Re-examining our PBIS program, Champs, routines and procedures to start the 23-24 school year will be critical. Students have to be in class to make growth.

Additionally one of our top priorities this year will be in 4th grade. We have an entire new team and multiple students who are advancing to grade 4 who are below academic standards. This will put immediate pressure on grade 4 teachers and they will be in need of significant support.

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

n/a

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Gocio has a full time guidance counselor as well as a partnership with an outside agency who supplies a full time MHT during the school day. Our guidance counselor works daily in classrooms to support our PBIS program and behavior and skills that we know will help student academic and social success. The guidance counselor is available to all students to support their well being and runs small social skill groups as well. Our MHT works with students and families who are in need of a more intense level of support. Because they are housed at Gocio, our MHT can work with students as well as families during or after the school day on specific social and emotional needs. Both services use specific research based interventions and strategies to teach students who struggle with other needs what skills they can strengthen to support them both in and outside the classroom.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Gocio ensures that students have the opportunity to see options in the world beyond school. Each year we work with and take our 3,4, and 5th grade students on a culminating field trip to explore their technical/trade and /or future academic endeavors. We take students to STC (Sarasota technical College, SCF, and USF) so that students can begin to explore postsecondary opportunities.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Gocio actively participates in PBIS. This is an area of growth for us this year with multiple new staff members. Gocio hosts monthly committee meetings co-chaired by our Behavior Specialist and a team representative from each grade level. This committee make-up allows for school-wide input and communication.

The tiers of support are as follows:

Tier 1: School-wide expectations, CHAMPS, Owl feathers, Owl hut, Monthly grade-level PBIS recognition events, attendance incentives, Mindset Deescalation Techniques, student of the month

Tier 2: SWST and grade level team collaboration to identify interventions for students requiring additional support. Support may include check-in/check-out, behavior feedback tools, increased parent communication, self-reporting, etc.

Tier 3: SWST team collaboration to review student's response to intervention and to engage in the problem solving cycle for student success. Additional supports may include check-in/check-out, behavior feedback tools, increased parent communication, self-reporting, functional behavior assessments and behavior intervention plans.

Data will be reviewed at agreed upon times to evaluate effectiveness of plans.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Gocio works to engage teachers in high quality professional development that helps them grow and meets the needs of their students. Each team will have a 1/2 CPT during both the fall and spring to work collaboratively with instructional resources and student data. district curriculum experts as well as school based instructional coaches will work with teachers and grade level and classroom data to determine needs of both the instructor and the students.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Gocio recognizes not only the importance of Pre-K, pre school transition. Currently Gocio is home to 4 general education pre-k classrooms and two with special needs. These teachers and paraprofessionals work hand in hand with our Kinder teachers to ensure that they are teaching the foundations needed to successfully transition to Kindergarten. The two teams have the opportunity to plan as well as have articulation conversations for the success of students.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Multi-Racial	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes