

Pinellas County Schools

Gulfport Montessori Elementary School



2019-20 School Improvement Plan

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Gulfport Montessori Elementary School

2014 52ND ST S, Gulfport, FL 33707

<http://www.gulfport-es.pinellas.k12.fl.us>

Demographics

Principal: Jessley Hathaway A

Start Date for this Principal: 7/31/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grade	2018-19: D
School Grades History	2017-18: D 2016-17: C 2015-16: D 2014-15: D 2013-14: D
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	DMT-CYCLE 1
Year	YEAR 1
Support Tier	TIER 2

ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Pinellas 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

100% Success for All Scholars

Provide the school's vision statement

High Expectations = High Performers

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title
Kane, Sheila Principal	Principal
Jackson, Neala Assistant Principal	Assistant Principal
Johns, Kimberly Instructional Coach	Instructional Coach
Macking, Erin Instructional Coach	Instructional Coach
Washington, Lamar Instructional Coach	Instructional Coach
Petrucelli, Dayna Instructional Coach	Instructional Coach
Anthony, Annette Instructional Coach	Instructional Coach

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	97	109	99	125	93	100	0	0	0	0	0	0	0	623
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	27	37	0	0	0	0	0	0	0	64

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	29	30	40	45	55	55	0	0	0	0	0	0	0	254

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)

54

Date this data was collected or last updated

Thursday 6/20/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	54	77	42	83	50	51	0	0	0	0	0	0	0	357
One or more suspensions	0	0	0	3	2	1	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	8	54	46	0	0	0	0	0	0	0	108

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	1	4	2	19	40	32	0	0	0	0	0	0	0	98

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	54	77	42	83	50	51	0	0	0	0	0	0	0	357
One or more suspensions	0	0	0	3	2	1	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	8	54	46	0	0	0	0	0	0	0	108

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	1	4	2	19	40	32	0	0	0	0	0	0	0	98

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	29%	54%	57%	31%	50%	56%
ELA Learning Gains	39%	59%	58%	37%	47%	55%
ELA Lowest 25th Percentile	27%	54%	53%	28%	40%	48%
Math Achievement	36%	61%	63%	38%	61%	62%
Math Learning Gains	42%	61%	62%	46%	56%	59%
Math Lowest 25th Percentile	43%	48%	51%	43%	42%	47%
Science Achievement	25%	53%	53%	39%	57%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	97 (0)	109 (0)	99 (0)	125 (0)	93 (0)	100 (0)	623 (0)
Attendance below 90 percent	0 (54)	0 (77)	0 (42)	0 (83)	0 (50)	0 (51)	0 (357)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (3)	0 (2)	0 (1)	0 (6)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (8)	27 (54)	37 (46)	64 (108)

Grade Level Data

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

NOTE: 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
03	2019	32%	56%	-24%	58%	-26%
	2018	28%	53%	-25%	57%	-29%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	27%	56%	-29%	58%	-31%
	2018	26%	51%	-25%	56%	-30%
Same Grade Comparison		1%				
Cohort Comparison		-1%				
05	2019	28%	54%	-26%	56%	-28%
	2018	39%	50%	-11%	55%	-16%
Same Grade Comparison		-11%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	43%	62%	-19%	62%	-19%
	2018	43%	62%	-19%	62%	-19%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	40%	64%	-24%	64%	-24%
	2018	34%	62%	-28%	62%	-28%
Same Grade Comparison		6%				
Cohort Comparison		-3%				
05	2019	24%	60%	-36%	60%	-36%
	2018	38%	61%	-23%	61%	-23%
Same Grade Comparison		-14%				
Cohort Comparison		-10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	27%	54%	-27%	53%	-26%
	2018	41%	57%	-16%	55%	-14%
Same Grade Comparison		-14%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	30	36	15	50	56	11				
ELL		50			90						
BLK	22	31	23	29	36	43	18				
HSP	50	47		59	71						
WHT	49	70		51	53		53				
FRL	26	36	23	31	37	44	23				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD		13	17	5	13	25	18				
BLK	18	28	29	30	42	41	16				
HSP	58	53		46	47		45				
WHT	59	53		60	59		65				
FRL	27	34	30	35	45	44	28				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index - All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	93
Total Points Earned for the Federal Index	334
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	78

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners 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	29
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	57
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students 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
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	55
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	31
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

Analysis

Data Reflection

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

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

Science showed the lowest performance due to lack of explicit vocabulary instruction. ELA showed the lowest performance due to lack of complex text delivery and rigorous tasks alignment to standards and complex text.

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

Science showed the greatest decline due to lack of explicit vocabulary instruction.

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

Science showed the lowest performance due to lack of explicit vocabulary instruction. ELA showed the lowest performance due to lack of complex text delivery and rigorous tasks alignment to standards and complex text.

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

We did not show any improvements.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Black/African American students and ESE students had the greatest gap in their achievement scores compared to our white and hispanic scholars.

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

1. ELA: teachers utilize complex text and rigorous tasks aligned to standards
2. Math: tasks are aligned to standards and students engage in problem solving strategies
3. Science: teachers will engage in explicit vocabulary instruction
4. L25 Math: identify and target L25 students
5. L25 ELA: identify and target L25 students

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA
Rationale	Our current level of ELA proficiency is 29% as evidenced by 18-19 FSA results. The problem exists because our students struggle with complex text and rigorous task alignment. This extends to our primary grades as our students need an early literacy program that will prepare them for the reading fluency required to be successful on 3rd, 4th and 5th grade ELA FSA assessments.
State the measureable outcome the school plans to achieve	We will increase our ELA proficiency from 30% to 40% and increase our L25% ELA Learning Gains from 36% to 50%.
Person responsible for monitoring outcome	Kimberly Johns (johnsk@pcsb.org)
Evidence-based Strategy	Facilitate ELA focused, consistent and sustained professional development with a focus on standards-based instruction, target and task alignment, and the shifts (Regular practice with complex texts and academic language; Reading, writing, and speaking grounded in evidence from texts; Building knowledge through content-rich nonfiction).
Rationale for Evidence-based Strategy	71% of students are not achieving mastery through core instruction. ELA planning will be focused on student-centered instruction, complex text and rigorous task alignment, including culturally relevant teaching strategies.
Action Step	
Description	<ol style="list-style-type: none"> 1. Within the curriculum, identify high interest text for a given grade level, the aspects of complexity that would make texts difficult for students, and the quality of text driven, standards-aligned, text dependent questions (TDQ). Teachers sequence complex text to build knowledge of a topic, as well as, sequence TDQs to increase comprehension of a single text. Planning with adherence to the three shifts in ELA. 2. Professional development is provided by the ELA coach in creating rigorous tasks that align to the standard, using complex text and TDQs, and providing strategies/ technique to monitor and adjust instruction based on student evidence. 3. Reading Coach will meet weekly with ELA teachers from each grade level to review complex text using ANet's complexity rubric. Text-dependent questions and written responses to reading will be designed accordingly. 4. ANET will participate in planning and PLC's.

Person Responsible Kimberly Johns (johnsk@pcsb.org)

#2	
Title	Math
Rationale	Our current level of Math proficiency is 42% and L25 Learning Gains is 42% as evidenced by 18-19 FSA results.
State the measureable outcome the school plans to achieve	We will increase our Math proficiency from 42% to 52% and our L25% Learning Gains from 42% to 52%.
Person responsible for monitoring outcome	Erin Macking (mackinge@pcsb.org)
Evidence-based Strategy	We will be using the research-based Try It - Discuss It - Connect It routine from Ready Math.
Rationale for Evidence-based Strategy	According to the Math FSA, our current level of Math proficiency is 42% and L25 Learning Gains is 42%.
Action Step	
Description	<ol style="list-style-type: none"> 1. Tiered content professional development conducted by our math coach 2. Designated collaborative planning sessions to: maximize the capacity of resources (Ready Curriculum), annotate lessons in preparation for misconceptions, and assure target/task alignment 3. Quarterly TDEs facilitated by coaches to plan for standards-based, students-centered lessons with rigor 4. Utilize data from multiples sources to provide equitable learning experiences for all students 5. Provide teachers with real-time coaching provided by math coach 6. Designated times to visit other teachers' classrooms to promote mathematical best practices 7. Bring in expert mathematician, Rachel MacAnallen "Ms. Math" to provide specific professional development in the area of fractions 8. Build capacity among math leaders through the MTLI (Math Teacher Leader Institute) program 9. Send teacher leaders for professional development at the FCTM (Florida Council for the Teachers of Mathematics) 10. ANET will participate in planning and PLC's.
Person Responsible	Erin Macking (mackinge@pcsb.org)

#3	
Title	Science
Rationale	Our current level of Science proficiency is 25% as evidenced by the 18-19 Science SAA. One reason for this is because of the lack of explicit vocabulary instruction. Explicit vocabulary instruction needs to be applied to learning and connected to the knowledge to the standards based task at the rigor required.

State the measureable outcome the school plans to achieve	We will increase our Science proficiency from 25% to 35%.
Person responsible for monitoring outcome	Dayna Petruccelli (petruccellid@pcsb.org)
Evidence-based Strategy	Facilitate collaborative planning with teachers that is aligned with the standards; with explicit vocabulary instruction, that is attached to the standard, to build a scholar's knowledge of Science vocabulary and concepts. Weekly science lab hands on tasks that are aligned to the 3, 4, 5th grade standards. we have a science coach /lab teacher to support their work.
Rationale for Evidence-based Strategy	The rationale for the strategy is SSA assessment; 25% proficiency.

Action Step	
Description	<ol style="list-style-type: none"> 1. Ensure teachers are using the Science SLAGs that are aligned with standards 2. Use more academic and vocabulary gaming to increase vocabulary knowledge 3. Ensure teachers are keeping to the Science Review Plan 4. Cross grade level articulation in grades 3-5 5. Provide professional development to unpack the standards 6. ANET will participate in planning and PLC's.
Person Responsible	Dayna Petruccelli (petruccellid@pcsb.org)

#4	
Title	Bridging the Gap
Rationale	Eliminate the gap between the proficiency rates in ELA and Math on state and national assessments for black and non-black students.
State the measureable outcome the school plans to achieve	Eliminate the gap between the proficiency rates in ELA and Math on state and national assessments for black and non-black students.
Person responsible for monitoring outcome	Neala Jackson (jacksonne@pcsb.org)
Evidence-based Strategy	Implement culturally relevant instructional practices in classrooms such as oral language and storytelling. Cooperative and small group settings, music and movement, morning meetings, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans in order to increase the percentage of proficient students.
Rationale for Evidence-based Strategy	Gulfport Montessori Elementary is committed to culturally relevant curriculum, materials, and training in support of rigorous, engaging instruction in all classrooms. We will work with the Transformation Zone and Cambio Group.
Action Step	
Description	<ol style="list-style-type: none"> 1. Content professional development working with equity. 2. Designated PLC's for teachers to collaboratively plan. 3. Designated monthly PLC to allow teachers to visit other classrooms with a purpose aligned to observing culturally relevant instruction. 4. Designated trainings with Cambio Group. 5. Align individual teacher's Deliberate Practice with professional development that addresses deficiencies identified by classroom data.
Person Responsible	Neala Jackson (jacksonne@pcsb.org)

#5	
Title	Conditions for Learning
Rationale	Our current level of performance in regards to school-wide behavior is office referrals. Looking deeper at the data: Asian students--0%, Black students--87%, Hispanic students--1%, White students--8%, Other--4%
State the measureable outcome the school plans to achieve	The number of students receiving discipline referrals will decrease from 83 to 66 (20% decrease), as measured by the end of the 2020 school year school profiles report.
Person responsible for monitoring outcome	Lamar Washington (washingtonla@pcsb.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Behavior Coaching to focus on teachers that need an added level of support in the area of managing classroom behaviors 2. The use of PBIS framework to change the focus of negative consequences for breaking rules to positive rewards for following the rules.
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1. Behavior coaching is an approach for assessing students with challenging behaviors, collecting data on the students, working with teachers and devising behavior plan and strategies students and evaluating the effectiveness of the plan. 2. PBIS is an approach for teaching appropriate behavior and developing a school's social as well as emotional culture.
Action Step	
Description	<ol style="list-style-type: none"> 1. Behavior coaching for teachers. Each teacher will receive a tier level (1-3) for level of coaching support. 2. Collect and disaggregate behavior data to drive proper decision-making 3. Acknowledge and reinforce positive behaviors 4. Maintain consistent consequences for problematic behaviors 5. Set clear social/emotional expectations <p>In turn with time, students will exhibit P.R.I.D.E. P--Persevere R--Respect themselves and others I--Improve every day D--Do their best E--Exhibit self-control</p>
Person Responsible	Lamar Washington (washingtonla@pcsb.org)

#6	
Title	Attendance
Rationale	Our current level of performance is below the district expectation as evidenced by our data record system, FOCUS. The problem is occurring due to
State the measureable outcome the school plans to achieve	The number of absences will decrease by 10 percentage points as measured by FOCUS.
Person responsible for monitoring outcome	Tari Connell (connellt@pcsb.org)
Evidence-based Strategy	The use of PBIS framework to change the focus of consequences for absences to positive reinforcement for attendance.
Rationale for Evidence-based Strategy	Chronic absenteeism - defined by a student missing 15 or more days per school year-affects our school's overall academic achievement. These students are at a greater risk of not graduating. Beginning in elementary school, students missing two or more days per month end up missing about 10% of the year's instruction. Each absence puts them behind their peers, especially in the area of literacy. Students who read at grade level by the end of the third grade year are three to four times more likely to graduate high school.
Action Step	
Description	<ol style="list-style-type: none"> 1. Embed attendance in our schoolwide PBIS system. 2. Reinforce attendance with monthly ice cream from cafe. 3. Child Study Team will monitor and intervene early. 4. Social worker will provide support to families that have attendance concerns. 5. Student recognition for attendance with monthly award.
Person Responsible	Tari Connell (connellt@pcsb.org)

#7	
Title	Family and Community Engagement
Rationale	Our current level of parent engagement in school sponsored events is lower than 40% as measured by sign in sheets.
State the measureable outcome the school plans to achieve	The number of families participating in school sponsored events will increase to 50% as measured by parent sign in sheets during the 2019-2020 school year.
Person responsible for monitoring outcome	Annette Anthony (anthonya@pcsb.org)
Evidence-based Strategy	Implement school and family events in a systematic, integrated, sustained and meaningful approach that will engage parents and families, are linked to learning and celebrating family and school success.
Rationale for Evidence-based Strategy	Gulfport MOnTESSORI believes that effective family engagement is grounded in partnership of shared responsibility among families, community organizations and schools and that it occurs across multiple settings and contexts in which children can learn and families can connect.
Action Step	
Description	<ol style="list-style-type: none"> 1. Develop a community relations program that includes volunteers, businesses, parents and other agencies to increase the capacity of our school to engage with our community. 2. Actively encourage and facilitate family participation in school events by developing activities that engage students, parents and school personnel in joint activities that are tied to learning. 3. Increase awareness of education by providing academic tools to families in support of their students' achievement at home, helping parents build a culture of high expectations. 4. Create a welcoming school environment that respects and celebrates language and cultural diversity and display student work throughout the building and ensure families receive written communication in the home language they speak or provide translation services. 5. Regularly solicit parent feedback and input on school activities and events. Encourage parents with leadership opportunities to be parent representatives on school leadership teams by making personal connections.
Person Responsible	Annette Anthony (anthonya@pcsb.org)

#8	
Title	Healthy Schools
Rationale	Develop and sustain a healthy, respectful, caring and safe learning environment for students, staff, and community members.
State the measureable outcome the school plans to achieve	We will engage in wellness efforts through the Alliance for Healthier Generation Schools Program.
Person responsible for monitoring outcome	Neala Jackson (jacksonne@pcsb.org)
Evidence-based Strategy	We will increase the number of eligible assessment modules throughout the year and complete action plans for the Alliance for a Healthier Generation, Healthy School Program.
Rationale for Evidence-based Strategy	Our assistant principal, cafeteria manager, physical education department, employee wellness champion, and district wellness consultant will work together to monitor assessments and promote our healthy schools program.
Action Step	
Description	<ol style="list-style-type: none"> 1. Offer healthy breakfast and lunch to all students. 2. Complete Healthy Schools Program Assessment 3. Offer 150 minutes of physical education weekly 4. Provide 20 minutes of recess daily 5. Provide professional development and other health related activities for the staff.
Person Responsible	Neala Jackson (jacksonne@pcsb.org)

#9	
Title	ESSA sub-group SWD
Rationale	Our current level of performance is 31%, as evidenced by ELA FSA. The probel is occurring because SWD needs to access the rigor of the standards.
State the measureable outcome the school plans to achieve	The number of students scoring level 3 or above will crease from 31% to 45% as measued by 2020 ELA FSA.
Person responsible for monitoring outcome	Kimberly Johns (johnsk@pcsb.org)
Evidence-based Strategy	Setting high expectations for all SWD and providing the needed scaffolding to meet the level of the standards.
Rationale for Evidence-based Strategy	Providing access to the standards with equity in mind is the way for SWD to achieve.
Action Step	
Description	<ol style="list-style-type: none"> 1. Desingated PLC's for ESE and general ed teachers to plan together. 2. Designated time for teachers to visit each other with purpose of observing ESE strategies. 3. Provide PD to teachers to increase their knowledge base of working with ESE students and standards based interventions.
Person Responsible	Neala Jackson (jacksonne@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

Part IV: Title I Requirements

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

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

Gulfport will support our families by offering meaningful trainings and events to support families with their child(s) academic, social and emotional growth. Additionally, the staff at Gulfport Elementary will build positive relationships with parents, families, and community by building a sustainable partnership via workshops, meaningful events, celebrations, and open communication.

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Kindergarten Teachers will hold an orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills will be emphasized and good choices for academic and social characteristics will be presented. Materials will be available, as well as pamphlets covering a variety of helpful parenting subjects ranging from parenting skills, helping with homework, students with disabilities and what to expect at a parent teacher conference.

Each incoming student in Kdg-5th grade will be partnered with a "buddy" in every room until they learn processes and routines. Students are also given an agenda as a way to communicate between school and home.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The MTSS leadership team will review data and results to ensure that the action plan we are implementing is making a difference. If the data is not showing progression, the MTSS will look at other viable options to improve our schoolwide data and look for the available resources to make a difference.

Title I, Part A

Title I, Part A funds are utilized, in conjunction with district operating funds and other federal resources, to support teaching and learning, parental engagement, and professional development. Title I services are coordinated and integrated with other resources through the Division of Teaching and Learning, Student Assignment, and Research and Accountability.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

K-2 classes will use Jan Richardson Guided Reading Routine. Support teachers will provide interventions to Tier 2 and 3 students. Also, students will use LLI and Literacy Footprints kits to provide academic support for primary students.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

During Great American Teach In, students will have the opportunity to learn about various colleges and careers. In addition, the staff will promote their colleges with decorations, t-shirts, and spirit days to encourage students.

Part V: Budget

1	III.A	Areas of Focus: ELA				\$74,743.01
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	310-Professional and Technical Services	1691 - Gulfport Montessori Elem Schl	UniSIG		\$6,000.00
<i>Notes: American Reading Company Professional Development</i>						
	6400	310-Professional and Technical Services	1691 - Gulfport Montessori Elem Schl	UniSIG		\$22,898.01
<i>Notes: University of South Florida, St. Petersburg Professional Development</i>						
	6400	130-Other Certified Instructional Personnel	1691 - Gulfport Montessori Elem Schl	UniSIG	0.5	\$45,845.00
<i>Notes: ELA Coach</i>						
2	III.A	Areas of Focus: Math				\$45,845.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	130-Other Certified Instructional Personnel	1691 - Gulfport Montessori Elem Schl	UniSIG	0.5	\$45,845.00
<i>Notes: Math Coach</i>						
3	III.A	Areas of Focus: Science				\$28,399.07
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	130-Other Certified Instructional Personnel	1691 - Gulfport Montessori Elem Schl	UniSIG	0.33	\$28,399.07
<i>Notes: Science Coach</i>						
4	III.A	Areas of Focus: Bridging the Gap				\$0.00
5	III.A	Areas of Focus: Conditions for Learning				\$174,712.63
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6300	130-Other Certified Instructional Personnel	1691 - Gulfport Montessori Elem Schl	UniSIG	0.02	\$16,850.63
<i>Notes: UniSIG Grant Coordinator</i>						
	6400	310-Professional and Technical Services	1691 - Gulfport Montessori Elem Schl	UniSIG		\$28,000.00
<i>Notes: ANet Professional Development</i>						
	6400	310-Professional and Technical Services	1691 - Gulfport Montessori Elem Schl	UniSIG		\$4,573.00
<i>Notes: Curriculum and Associates Professional Development (iReady assessments)</i>						
	5100	369-Technology-Related Rentals	1691 - Gulfport Montessori Elem Schl	UniSIG		\$19,190.00
<i>Notes: iReady Diagnostic and Instruction site licenses</i>						

	6400	310-Professional and Technical Services	1691 - Gulfport Montessori Elem Schl	UniSIG		\$17,600.00
			<i>Notes: ANet Standards Boot Camp</i>			
	6400	330-Travel	1691 - Gulfport Montessori Elem Schl	UniSIG		\$4,400.00
			<i>Notes: ANet Boot Camp Teacher Registrations</i>			
	5100	369-Technology-Related Rentals	1691 - Gulfport Montessori Elem Schl	UniSIG		\$6,000.00
			<i>Notes: MyANet platform site licenses</i>			
	6400	310-Professional and Technical Services	1691 - Gulfport Montessori Elem Schl	UniSIG		\$25,000.00
			<i>Notes: Center for Transformational Teacher Training (CT3)</i>			
	6400	310-Professional and Technical Services	1691 - Gulfport Montessori Elem Schl	UniSIG		\$13,500.00
			<i>Notes: Cambio Group Professional Development</i>			
	6400	310-Professional and Technical Services	1691 - Gulfport Montessori Elem Schl	UniSIG		\$15,000.00
			<i>Notes: UnBound's Standards Institute Professional Development</i>			
	6400	310-Professional and Technical Services	1691 - Gulfport Montessori Elem Schl	UniSIG		\$15,000.00
			<i>Notes: New Leaders (Inspiring Transformational Instructional Leaders) program</i>			
	6400	310-Professional and Technical Services	1691 - Gulfport Montessori Elem Schl	UniSIG		\$9,599.00
			<i>Notes: Harvard School of Education Data Wise</i>			
6	III.A	Areas of Focus: Attendance				\$0.00
7	III.A	Areas of Focus: Family and Community Engagement				\$0.00
8	III.A	Areas of Focus: Healthy Schools				\$0.00
9	III.A	Areas of Focus: ESSA sub-group SWD				\$0.00
					Total:	\$337,011.69