2014-2015 SCHOOL IMPROVEMENT PLAN
[DRAFT]

Gulfport Montessouri Elementary School

2014 52ND ST S
Gulfport, FL 33707
727-893-2643
http://www.gulfport-es.pinellas.k12.fl.us

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user have been excluded from this document.

Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Educate and prepare each student to be a success in life.

Provide the school's vision statement

100% student success.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our classrooms are open and friendly to parents and students. Parents and students are encouraged to share stories and items from their culture. Each of our teachers takes a child to mentor and build relationships for personal and academic success.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Teachers mentoring students. Positive behavior plan in place school wide. Bulldog bucks, paw prints, no uniform days, and clipping off the chart. Any concern is addressed quickly.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Schoolwide Positive behavior system for the 98% of our students doing exactly what we need them to.
A discipline consequence menu is also in place for those that are not quite there as of yet. However, many opportunities are given for student to improve their behavioral standing throughout the day.

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

Mentoring, Guidance, Social Worker available for families.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Level 1and 2's on the FCAT reading and Math.
Students one grade level behind based on Running Record Data.
Students with more than 5 referrals
Students with more than 1 suspension.
Students that have missed more than 15 days of school or 10% of current school days.

Students with excessive tardies (30 or more)
Or a combination of tardies and absences that equal up to 30.
An F grade in reading or Math

Provide the following data related to the school's early warning system

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

Indicator	Grade	Students
Attendance below 90 percent	K	17
Attendance below 90 percent	1	16
Attendance below 90 percent	2	9
Attendance below 90 percent	3	11
Attendance below 90 percent	4	12
Attendance below 90 percent	5	10
	Total	75
One or more suspensions	K	1
One or more suspensions	2	2
One or more suspensions	3	1
One or more suspensions	4	1
One or more suspensions	5	2
	Total	7
	Total	
	Total	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade	Students
	Total	

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators)

Behavior plans
Attendance Incentives
Social Worker checkups
Extra intervention in Reading or Math
Extended Learning Program

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

PIP Link
No PIP plan available
This application does not have a PIP plan uploaded for this school or this district. Please forward or have your district forward the plan document via an Intercom support request and we will upload it.

Description

See Parent Involvement Plan

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our family and community liaison meets with business owners and civic leaders to see how we can help them and how they can help us.
Our students take field trips to community locations
We invite in community leaders to speak with our staff.
We allow the community to use our school for various events.
The principal takes every possibility to be involved in community events.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

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

Name	Title	Email
Pribble, James	Principal	pribblej@pcsb.org
Butler, Brenda	Assistant Principal	butlerbr@pcsb.org
Popke, Kristen	Instructional Coach	kritpopke@gmail.com
Washington, Lamar	Other	washingtonla@pcsb.org
Barnard, Stacey	Instructional Media	barnards@pcsb.org

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Administration (James Pribble, Brenda Butler), instructional coaches (Michelle Early reading coach, Kristen Popke part time Math coach, Tiffany Vinson part time Science Coach), academic MTSS coach (Karen Hubble) behavior MTSS specialist (Lamar Washington), school psychologist (Jessica Knott), social worker (Steve Kornel), educational diagnostician (Chanda Spanfelner), guidance counselor (Ginger Hannigan), grade level teachers, magnet coordinator (Kathy Ludlum).

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

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.

Title I, Part C- Migrant

NA in Pinellas

Title I, Part D

The district receives Title I, Part D funds which provide transition services from alternative education programs to zoned schools. In addition, a portion of Title I, Part A funds is reserved for services to neglected and delinquent students. Funds are targeted to support continuous education services to students in neglected and delinquent facilities through tutoring, instructional materials and resources, and technology.

Title II

The district receives funds to increase student achievement through professional development for teachers and administrators. Title II funds provide math and science coaches, as required by Differentiated Accountability, in some of the district's lowest performing schools. A portion of Title I, Part A funds is used to provide additional reading and math coaches in targeted schools based on FCAT results.

Title III

Title III funds provide educational materials, bilingual translators, summer programs, and other support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools.

Title X- Homeless

The district receives funds to provide resources for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).

Supplemental Academic Instruction (SAI)

SAI funds are coordinated with Title I, Part A funds to provide extended learning opportunities for students before/during/after school and during the summer.

Violence Prevention Programs

Nutrition Programs

Title I coordinates with district food services to provide breakfast and lunch to students in Title I summer extended learning camps.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Anna Kate Mackle	Parent
Sam Henderson	Business/Community
Conchita Davis	Parent
Lamar Washington	Teacher
Cheryl Bayonet	Education Support Employee
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), F.S

Evaluation of last year's school improvement plan

Our SAC has looked at the strategies we had in place last year and has decided to continue with the success we have had. SAC has also looked at additional strategies for this year to improve upon the strategies from last year.

Development of this school improvement plan

Schoolwide Data shared with SAC and our school wide involvement with the Marzano pilot. From those key points from data and key pieces of the pilot an allignment was made with the most urgent strategies.

Preparation of the school's annual budget and plan

Looked at Title 1 funds and made suggestions on where the money could best be spent in order to help our students.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Book of the month books $2000. Battle of the Books. $1008.15

Verify that the school is in compliance with section 1001.452, F.S., regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

I am still waiting for one more African American parent to commit to being part of our SAC.

Literacy Leadership Team (LLT)
Meets the requirements of Rule 6A-6.053(3), F.A.C.

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title	Email
Pribble, James	Principal	pribblej@pcsb.org
Butler, Brenda	Assistant Principal	butlerbr@pcsb.org
Hubble, Karen	Instructional Coach	hubblek@pcsb.org

Duties

Describe how the LLT promotes literacy within the school

Support for text complexity
• Support for instructional skills to improve reading comprehension
• Support for implementation of Florida Core State Standards for Literacy in Social Studies, Science, and Technical Subjects

Support for Goals and scales related to the Florida Core standards.
Support for instructional planning
Support for assessing student progress along the scales

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Lesson study led by team leaders, PLC leaders and coaches.
Extended planning as a grade level once every 6 days.
All meetings begin with sharing positives.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

James Pribble (principal) is responsible for hiring highly Qualified teachers. Once they are hired on in the school, we provide training, lesson study, observation opportunities, and a mentor program. Every participant mentors and mentees also attend a monthly meeting to help move development forward.
Team planning and team meetings are also a critical part of building and supporting teachers.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Mentor Name Mentee Assigned Rationale for assignment
Kathy Ludlum. Wanda Rothrock. Montessori
Dawn Ballard. Rachel Mita. Pre-K
Kimberly Kopnitsky. Kacey Neil. 1st grade
Renee Forte. Amanda Clary. 2nd grade
Amanda Wahl. Kirsten England. 4th/5th grade in same area
Susan Campbell. Karen Evans Montessori Intermediate
Planned Mentoring Activities: Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teachers plan as grade level teams using the Florida Core standards.
These standards are the goals in the classrooms that students are striving to reach.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

We look at A variety of data sources in order to determine the best way and level to instruct our students. This is looked at constantly to change instruction.
It is also looked at to determine the various supports given to individual students.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy type: Extended School Day

Minutes added to school year: 4,320

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Strategy Description

ST Math, I-Ready reading and Math program, small group instruction based on student need.

Strategy Rationale

Allowing students an hour of small student to teacher ratio so the exact needs of the student can be individually met.

Person(s) responsible for monitoring implementation of the strategy
Pribble, James, pribblej@pcsb.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

ST Math program. Looked at monthly by school, grade level and teacher.
Running Records
I-Ready data

Strategy type: Extended School Day

Minutes added to school year:

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Strategy Description

Small Group Instruction

Strategy Rationale

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Looking at individual student data (FAIR, I-Ready, Common Assessments, Running Records, Florida Achieves)

Strategy type: Extended School Day

Minutes added to school year:

Strategy Purpose(s)
""

Strategy Description

Promise Time

Strategy Rationale

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

I-Ready is used to progress monitor these students in Math and Reading

Strategy type: Extended School Day

Minutes added to school year:

Strategy Purpose(s)
""

Strategy Description

Various clubs (Chess Club, Math Club, Drama Club, Science Club, STEM)

Strategy Rationale

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Common Assessment Data

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

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.

College and Career Readiness

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), F.S

School Improvement Goals

Goals Summary

G1. If students are engaged with rigorous task and assignments across all content on grade level aligned to Florida core state standards then growth in all areas will be above the 60th percentile.

G2. If we identify each of our students with their level of performance in all academic subject areas, then the growth percentile rank of our lowest performing students in all subject areas and subgroups will be higher than the 50th percentile.

G3. If students will use evidence to explain their reasoning and thinking across all subject areas then student performance growth will be above the 60th percentile in all academic areas.

G4. If Gulfport continues to improve on it's school wide welcoming environment, and outreach to it's stakeholders then the percentage of referrals and suspensions will decrease by 30% and students attending less than 90% will also decrease by 30%.

Goals Detail

G1. If students are engaged with rigorous task and assignments across all content on grade level aligned to Florida core state standards then growth in all areas will be above the 60th percentile.

Targets Supported

Indicator	Annual Target
Reading % making learning gains	80.0
Students making math learning gains	75.0
FCAT 2.0 Science % Proficient	60.0
AMO Targets Math - African American	47.0
AMO Targets Reading - African American	49.0

Resources Available to Support the Goal

- Instructional Coaches: Professional Development
- Common Planning Time
- Core Connections District Wide Training
- Marzano Pilot
- Lesson Study
-

Targeted Barriers to Achieving the Goal

- Staff knowledge about collaborative planning.
- Knowledge of Florida Core Standards
- Technology available in the classroom

Plan to Monitor Progress Toward the Goal	
Students are engaged with rigorous tasks and assignments.	
Person Responsible	James Pribble
Schedule	Daily, from 08/20/2014 to 05/29/2015
Evidence of Completion	Common Assessments, ELA Marzaono Pre-Test, ELA Post-Test, Classroom Walkthrough data

G2. If we identify each of our students with their level of performance in all academic subject areas, then the growth percentile rank of our lowest performing students in all subject areas and subgroups will be higher than the 50th percentile.

Targets Supported

Indicator	Annual Target
Students in lowest 25% making math learning gains	75.0
Reading % in lowest 25% making learning gains	50.0
AMO Targets Math - All Students	52.0
AMO Targets Reading - All Students	59.0
AMO Targets Math - African American	47.0
AMO Targets Reading - African American	49.0

Resources Available to Support the Goal

- LLI Program
- Title 1 Hourlies
- Promise Time
- Extended Learning Program

Targeted Barriers to Achieving the Goal

- Enough teachers willing to work extended time for planning, breaking down data and Extended Learning
- Parent Involvement.
- Students able to understand exactly what they know and where they need to get to. Taking charge of their own learning
- Students in same classrooms and grade levels at a variety of different reading levels and needs.

Plan to Monitor Progress Toward the Goal	
Common Assessments, Running records, I-Ready, FAIR data, Grade 3 portfolios.	
Person Responsible	
Schedule	
Evidence of Completion	Data collection

G3. If students will use evidence to explain their reasoning and thinking across all subject areas then student performance growth will be above the 60th percentile in all academic areas.

Targets Supported

Indicator	Annual Target
Reading % making learning gains	80.0
Students making math learning gains	75.0
FCAT 2.0 Science % Proficient	60.0
AMO Targets Math - African American	47.0
AMO Targets Reading - African American	49.0

Resources Available to Support the Goal

- Journals

- Instructional Coaches

- Core Connections

- Title 1 Hourlies

- Professional Development

Targeted Barriers to Achieving the Goal

- Students and teachers unfamiliar with writing across the curriculum.

- Teachers unfamiliar with scaffolding techniques for meaningful thinking.

- Conferring is occurring inconsistently.

Plan to Monitor Progress Toward the Goal	
Students are able to explain their thinking across all subjects.	
Person Responsible	James Pribble
Schedule	Daily, from 09/02/2014 to 05/29/2015
Evidence of Completion	ELA Pre-and Post Test, Journal Rubrics, Written Response to Learning Task

G4. If Gulfport continues to improve on it's school wide welcoming environment, and outreach to it's stakeholders then the percentage of referrals and suspensions will decrease by 30% and students attending less than 90% will also decrease by 30%.

Targets Supported

Indicator	Annual Target
Discipline incidents	-30.0
Students with one or more suspensions (in or out of school) - total	2.0
Students with attendance below 90 percent (total)	3.0

Resources Available to Support the Goal

- Behavior Coach

- Champs

- Foundations

- Positive Behavior system

Targeted Barriers to Achieving the Goal

- Consistent implementation of behavior plans. Schoolwide, classroom, and individual.

Plan to Monitor Progress Toward the Goal	
Referral and suspension data	
Person Responsible	
Schedule	
Evidence of Completion	SBLT notes with number of referrals and suspensions decreasing for each subgroup..

Action Plan for Improvement of SIG-Targeted Schools

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. If students are engaged with rigorous task and assignments across all content on grade level aligned to Florida core state standards then growth in all areas will be above the 60th percentile.

G1.B1 Staff knowledge about collaborative planning.

G1.B1.S1 Teachers will participate in collaborative planning.

Strategy Rationale

Action Step 1	
Develop a collaborative planning protocal.	
Person Responsible	Kristen Popke
Schedule	On 09/02/2014
Evidence of Completion	The Protocal

Action Step 2	
Guiding Teachers through facilitated collaborative planning.	
Person Responsible	Brenda Butler
Schedule	Weekly, from 09/02/2014 to 05/29/2015
Evidence of Completion	Reflection Journal, Logs, Completed Lesson Plans

Action Step 3	
Teachers engage in collaborative planning.	
Person Responsible	James Pribble
Schedule	Weekly, from 09/02/2014 to 05/29/2015
Evidence of Completion	Lesson Plans, Reflection Journal, Surveys

Action Step 4	
Build at least 80 minute team planning into schedule once every 6 days at the end of the day.	
Person Responsible	James Pribble
Schedule	Daily, from 08/08/2014 to 05/29/2015
Evidence of Completion	Master Schedule and team planning notes

Plan to Monitor Fidelity of Implementation of G1.B1.S1	
Teachers are engaged in collaborative planning based on the protocal.	
Person Responsible	
Schedule	
Evidence of Completion	Lesson Plans, Survey, Collaborative Planning Protocal, Walk Throughs

Plan to Monitor Effectiveness of Implementation of G1.B1.S1	
Monitoring of collaborative Planning	
Person Responsible	
Schedule	
Evidence of Completion	Reflection Journal, Survey, Lesson Plans, Observation Notes

G1.B3 Knowledge of Florida Core Standards

G1.B3.S1 Teachers will engage in professional learning.

Strategy Rationale

Action Step 1	
Instructional Coaches will facilitate professional development on common core.	
Person Responsible	
Schedule	
Evidence of Completion	PLC Logs and Coaching Logs

Action Step 2	
Model Classrooms	
Person Responsible	
Schedule	
Evidence of Completion	Sign Up Sheets, Observation Sheet

Action Step 3	
Lesson Study	
Person Responsible	
Schedule	
Evidence of Completion	Coaching Logs, Observation Notes, Lesson Plans, Reflection Journal

Action Step 4	
Coaching Cycles with Targeted Teachers	
Person Responsible	
Schedule	
Evidence of Completion	Coaching Logs

Action Step 5	
Working with teachers and classrooms to ensure use of ST math program.	
Person Responsible	
Schedule	
Evidence of Completion	Progress monitoring of teacher and classroom usage.

Plan to Monitor Fidelity of Implementation of G1.B3.S1	
Records of Professional Development	
Person Responsible	James Pribble
Schedule	Quarterly, from 08/20/2014 to 05/29/2015
Evidence of Completion	Coaches Logs, Sign In sheets, E-Learning component points,

Plan to Monitor Effectiveness of Implementation of G1.B3.S1	
Teacher knowledge will increase about Florida core.	
Person Responsible	Brenda Butler
Schedule	Weekly, from 09/02/2014 to 05/29/2015
Evidence of Completion	Walk Throughs, Lesson Plans, Student Work Analysis through Lesson Study, Surveys, Reflection Journal

G1.B3.S2 Team planning and goal/scale setting.

Strategy Rationale

Action Step 1	
Person Responsible	
Schedule	
Evidence of Completion	

Plan to Monitor Fidelity of Implementation of G1.B3.S2	
Walkthroughs Team Planning notes Lesson Plans	
Person Responsible	
Schedule	
Evidence of Completion	Feedback notes to teams and individual teachers.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2	
Walkthroughs, Florida Achieves data, I-Ready, Common Assessment Data, Grade Level assessment data.	
Person Responsible	
Schedule	
Evidence of Completion	Math performance levels increasing across all grade levels.

G1.B3.S3 Designing assessments to get students to the rigor necessary and analyzing the data to inform instruction.

Strategy Rationale

Action Step 1	
Use the Common core standards to develop assessments that get to level 3 on the Marzano scale.	
Person Responsible	Kristen Popke
Schedule	Biweekly, from 09/08/2014 to 05/22/2015
Evidence of Completion	Assessments designed and in use across the grade level.

Action Step 2	
Analyze data to inform instruction	
Person Responsible	Brenda Butler
Schedule	On 09/08/2014
Evidence of Completion	PLC notes

Plan to Monitor Fidelity of Implementation of G1.B3.S3	
Data feedback from grade level teams Walkthroughs Assessment reviews	
Person Responsible	Brenda Butler
Schedule	Monthly, from 09/08/2014 to 05/29/2015
Evidence of Completion	Student data from assessments readily available.

Plan to Monitor Effectiveness of Implementation of G1.B3.S3	
Analyze data of unit assessments and compare to district common assessments, florida achieves and FSA results.	
Person Responsible	Brenda Butler
Schedule	Monthly, from 09/08/2014 to 05/29/2015
Evidence of Completion	Performance on unit assessments will match performance on other assessments alligned to the common core.

G1.B7 Technology available in the classroom

G1.B7.S1 Increasing number of computers in intermediate classrooms to 6 and primary classrooms to 5.

Strategy Rationale

Students are able to get on ST Math program within the classroom environment and use for intervention or enrichment.

Action Step 1	
Person Responsible	
Schedule	
Evidence of Completion	

Plan to Monitor Fidelity of Implementation of G1.B7.S1	
Person Responsible	
Schedule	
Evidence of Completion	

Plan to Monitor Effectiveness of Implementation of G1.B7.S1	
Person Responsible	
Schedule	
Evidence of Completion	

G2. If we identify each of our students with their level of performance in all academic subject areas, then the growth percentile rank of our lowest performing students in all subject areas and subgroups will be higher than the 50th percentile.

G2.B1 Enough teachers willing to work extended time for planning, breaking down data and Extended Learning

G2.B1.S1 Pay for planning along the common core and tutoring in those standards where students are struggling

Strategy Rationale

Action Step 1	
Plan in place for tutoring with number of teachers willing.	
Person Responsible	
Schedule	
Evidence of Completion	Plan in place and able to implement after Labor Day

Plan to Monitor Fidelity of Implementation of G2.B1.S1	
Walkthroughs of Extended Learning and Promise Time	
Person Responsible	
Schedule	
Evidence of Completion	Feedback to teachers

Plan to Monitor Effectiveness of Implementation of G2.B1.S1	
Common Assessments, Running records, I-Ready, FAIR data, Grade 3 portfolios.	
Person Responsible	
Schedule	
Evidence of Completion	Data collection to see if level of proficiency is increasing.

G2.B1.S2 Bring teams together monthly to look at and break down classroom data

Strategy Rationale

Action Step 1	
Teachers meet monthly to look at classroom data	
Person Responsible	Karen Hubble
Schedule	Monthly, from 09/08/2014 to 05/29/2015
Evidence of Completion	Data meeting notes

Plan to Monitor Fidelity of Implementation of G2.B1.S2	
Person Responsible	
Schedule	
Evidence of Completion	

Plan to Monitor Effectiveness of Implementation of G2.B1.S2	
Person Responsible	
Schedule	
Evidence of Completion	

G2.B2 Parent Involvement.

G2.B2.S1 Take home Book of the month and journaling activity.

Strategy Rationale

Action Step 1	
Order books for book of the month for each classroom and explain process to teachers.	
Person Responsible	
Schedule	
Evidence of Completion	Books ordered and children taking them home to read with family.

Plan to Monitor Fidelity of Implementation of G2.B2.S1	
Making sure books are returned and journals are written in.	
Person Responsible	
Schedule	
Evidence of Completion	Journals for each book full of comments from families.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1	
Looking at journal entries and classroom reading data.	
Person Responsible	
Schedule	
Evidence of Completion	Reading performance levels increasing for classrooms.

G2.B2.S2 Muffins for Moms and donuts for Dads. Come to read with your child.

Strategy Rationale

Action Step 1	
Set dates for both events	
Person Responsible	
Schedule	
Evidence of Completion	Dates on the calendar

Action Step 2	
Prepare books and campus for a lot of parents to come out and read with their child.	
Person Responsible	
Schedule	
Evidence of Completion	Everything ready and set to go

Action Step 3	
Supplies purchased for parent events	
Person Responsible	
Schedule	
Evidence of Completion	Purchase orders in place and items ordered and at the school

Action Step 4	
Donuts, Muffins, Juice and coffee purchased and prepared for events. Food purchased for reading night events.	
Person Responsible	
Schedule	
Evidence of Completion	Purchase orders approved and items ordered prior to events.

Plan to Monitor Fidelity of Implementation of G2.B2.S2	
Are all things necessary in place	
Person Responsible	
Schedule	
Evidence of Completion	Events run smoothly and families participating.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2	
Look at sign in sheets and feedback sheets from families Also monitor schoolwide reading data for positive trends.	
Person Responsible	
Schedule	
Evidence of Completion	Numerous families attend the events and performance levels increasing in reading across all grade levels.

G2.B3 Students able to understand exactly what they know and where they need to get to. Taking charge of their own learning

G2.B3.S1 Developing clearly defined and student friendly learning goals measured by a learning scale.

Strategy Rationale

Action Step 1	
Hiring of 7 Hourlies	
Person Responsible	
Schedule	
Evidence of Completion	All 7 hourlies on board

Action Step 2	
Developing learning goals based completely on the common core standards	
Person Responsible	
Schedule	
Evidence of Completion	Goals posted in classrooms and evident in lesson plans

Action Step 3	
Developing scales and assessments for students based on the learning goal.	
Person Responsible	
Schedule	
Evidence of Completion	Scales posted in classrooms and student understanding of where they are in relationship to the scale.

Plan to Monitor Fidelity of Implementation of G2.B3.S1	
Instructional walkthroughs focusing on Goals and Scales	
Person Responsible	
Schedule	
Evidence of Completion	Goals and scales evident in classrooms

Plan to Monitor Effectiveness of Implementation of G2.B3.S1	
Looking at multiple sources of data and monitoring student growth. Walk through documentation and feedback to teachers will be utilized as well.	
Person Responsible	
Schedule	
Evidence of Completion	Increased level of performance among targeted population. Increased level of performance school wide.

G2.B3.S2 Use of hourlies in small group instruction to help focus on individualized learning.

Strategy Rationale

Action Step 1	
Hiring of all 7 hourlies	
Person Responsible	
Schedule	
Evidence of Completion	All 7 hourlies have been selected and paperwork processed

Action Step 2	
All 7 Hourlies schedules created, students identified, and materials purchased.	
Person Responsible	
Schedule	
Evidence of Completion	Schedules created and groups created.

Plan to Monitor Fidelity of Implementation of G2.B3.S2	
Are the hourlies hired and a schedule created and being followed	
Person Responsible	
Schedule	
Evidence of Completion	Are schedules in place by the deadline and have groups been implemented.

Plan to Monitor Effectiveness of Implementation of G2.B3.S2	
Looking at multiple sources of data and monitoring student growth. Walk through documentation and feedback to teachers will be utilized as well.	
Person Responsible	
Schedule	
Evidence of Completion	Performance data increases for targeted students working with hourlies.

G2.B4 Students in same classrooms and grade levels at a variety of different reading levels and needs.

G2.B4.S1 Use of hourlies and instructional set up to provide small group and individualized instruction.

Strategy Rationale

Action Step 1	
Break down data and organize students according to need and proficiency in reading.	
Person Responsible	
Schedule	
Evidence of Completion	Groups broken down in classrooms and grade levels

Plan to Monitor Fidelity of Implementation of G2.B4.S1	
Review student groupings in PLC's and data meetings	
Person Responsible	
Schedule	
Evidence of Completion	Students being served in like groups.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1	
Data sources including I-Ready, Common Assessments, Florida Achieves, Portfolios and Running Records.	
Person Responsible	
Schedule	
Evidence of Completion	Performance data increasing for all students throughout the school.

G2.B4.S2 Battle of the Books and Reading counts extension and motivation for students.

Strategy Rationale

Action Step 1	
Order books and get the program setup in classrooms and media center	
Person Responsible	
Schedule	
Evidence of Completion	Purchase order in place for books and lab setup in media center

Plan to Monitor Fidelity of Implementation of G2.B4.S2	
Keeping track of reading counts data and student progress with Battle of the books.	
Person Responsible	
Schedule	
Evidence of Completion	Data collected and reported back to SBLT

Plan to Monitor Effectiveness of Implementation of G2.B4.S2	
Classroom, schoolwide, district and state reading assessments	
Person Responsible	
Schedule	
Evidence of Completion	Performance levels in reading increasing across all grade levels.

G2.B4.S3 Extended Learning Science Clubs and STEM project.

Strategy Rationale

Action Step 1	
Select students for STEM Extended Learning project.	
Person Responsible	
Schedule	
Evidence of Completion	Students selected

Action Step 2	
Work with Extended Learning STEM students 90 minutes a week.	
Person Responsible	
Schedule	
Evidence of Completion	Program is full to capacity and students are actively engaged.

Action Step 3	
Monitor attendance of students	
Person Responsible	
Schedule	
Evidence of Completion	Attendance log and all students attending.

Plan to Monitor Fidelity of Implementation of G2.B4.S3	
Extended Learning Walkthroughs	
Person Responsible	
Schedule	
Evidence of Completion	Walkthrough and Feedback data to STEM coordinator and students.

Plan to Monitor Effectiveness of Implementation of G2.B4.S3	
Look at Science data from a variety of sources. Journaling, scales, Common Assessments, projects.	
Person Responsible	
Schedule	
Evidence of Completion	Science performance for the STEM students increasing throughout the year.

G3. If students will use evidence to explain their reasoning and thinking across all subject areas then student performance growth will be above the 60th percentile in all academic areas.

G3.B1 Students and teachers unfamiliar with writing across the curriculum.

G3.B1.S1 Students will do in depth journaling to explain their reasoning in all subject areas.

Strategy Rationale

Action Step 1	
Coach teachers in use of journaling across the curriculum.	
Person Responsible	
Schedule	
Evidence of Completion	Classroom teachers using journaling in the classrooms.

Action Step 2	
Purchase journals for students.	
Person Responsible	
Schedule	
Evidence of Completion	All students have journals to use.

Action Step 3	
Help teachers develop rubrics for acceptable journaling.	
Person Responsible	
Schedule	
Evidence of Completion	Teachers and students using rubrics in their classrooms with journaling.

Plan to Monitor Fidelity of Implementation of G3.B1.S1	
Students are responding to learning through journaling across all subject areas.	
Person Responsible	
Schedule	
Evidence of Completion	Student work analysis

Plan to Monitor Effectiveness of Implementation of G3.B1.S1	
Students and teachers are familiar with writing across the curriculum.	
Person Responsible	
Schedule	
Evidence of Completion	Journal Writing Student Work

G3.B2 Teachers unfamiliar with scaffolding techniques for meaningful thinking.

G3.B2.S1 Teachers alligning Florida Core standards with Marzano techniques. Goals and Scales

Strategy Rationale

There is a set rubric to help teachers and students get to deeper understanding.

Action Step 1	
Goals and scales set up based on Florida Standards for each subject area in each classroom	
Person Responsible	James Pribble
Schedule	Weekly, from 09/02/2014 to 05/29/2015
Evidence of Completion	Walkthrough Data and Student Data

Plan to Monitor Fidelity of Implementation of G3.B2.S1	
Classroom walkthroughs and team planning	
Person Responsible	James Pribble
Schedule	Daily, from 09/02/2014 to 05/29/2015
Evidence of Completion	Classroom walkthrough data from Marzano based on Goals and scales

Plan to Monitor Effectiveness of Implementation of G3.B2.S1	
Pre-Post Subject area test. Does it match where students believe they are along the scale.	
Person Responsible	Brenda Butler
Schedule	Every 6 Weeks, from 09/02/2014 to 05/29/2015
Evidence of Completion	Data from Pre and Post tests as well as data from student surveys.

G3.B5 Conferring is occurring inconsistently.

G3.B5.S1 Teachers will engage in professional development about conferring.

Strategy Rationale

Action Step 1	
Instructional Coaches will facilitate professional development related to conferring. (Professional Development for modeling, planning, debriefing, coaching cycles)	
Person Responsible	
Schedule	
Evidence of Completion	Coaching Log, Pre and Post Surveys for Professional Development, Professional Development Sign In Sheets

Plan to Monitor Fidelity of Implementation of G3.B5.S1	
Records of teachers engaging in professional development.	
Person Responsible	
Schedule	
Evidence of Completion	Coaches Logs, Teacher Anecdotal Notes in Journals,

Plan to Monitor Effectiveness of Implementation of G3.B5.S1	
Teachers have engaged in conferring consistently.	
Person Responsible	
Schedule	
Evidence of Completion	Walk-throughs, Journal Checks, PLC Notes

G3.B5.S3 Training teachers and students on the use of Science notebooking expectations and rubrics.

Strategy Rationale

Action Step 1	
Training on Science notebooking and rubrics	
Person Responsible	
Schedule	
Evidence of Completion	Teachers and students using notebooks and rubrics

Action Step 2	
Training students on Science notebooking and rubrics.	
Person Responsible	
Schedule	
Evidence of Completion	Teachers and students using notebooks and rubrics in Science.

Plan to Monitor Fidelity of Implementation of G3.B5.S3	
Ensure teachers have been trained and students using notebooking.	
Person Responsible	
Schedule	
Evidence of Completion	Students and teachers using science notebooking throughout the school.

Plan to Monitor Effectiveness of Implementation of G3.B5.S3	
Is the strategy consistently being implemented.	
Person Responsible	
Schedule	
Evidence of Completion	Students and teachers using Science notebooking, rubric and success criteria.

G3.B5.S4 Students, teachers and administrators will monitor science notebooks for the rigor of science instruction. [copy]

Strategy Rationale

Action Step 1	
Monitor Science notebooking using rubrics and success criteria.	
Person Responsible	
Schedule	
Evidence of Completion	Consistent daily written reflections in science notebooks that align to the NGSS and rubric. Student conversations.

Plan to Monitor Fidelity of Implementation of G3.B5.S4	
Walk throughs and checking content and rigor of written reflections based on the rubric in student science notebooks.	
Person Responsible	
Schedule	
Evidence of Completion	Walk through and feedback data.

Plan to Monitor Effectiveness of Implementation of G3.B5.S4	
Monitor science notebooks and PLC notes for consistency of instruction, instructional timeline and rigor of instruction.	
Person Responsible	
Schedule	
Evidence of Completion	SBLT minutes, feedback notes to teachers, and consistent scoring of science notebooks.

G4. If Gulfport continues to improve on it's school wide welcoming environment, and outreach to it's stakeholders then the percentage of referrals and suspensions will decrease by 30% and students attending less than 90% will also decrease by 30%.

G4.B1 Consistent implementation of behavior plans. Schoolwide, classroom, and individual.

G4.B1.S1 Schoolwide trainings on the positive behavior supports in place for Tier 1 behavior.

Strategy Rationale

Action Step 1	
Behavior trainings on schoolwide system.	
Person Responsible	
Schedule	
Evidence of Completion	Sign in sheets from trainings.

Plan to Monitor Fidelity of Implementation of G4.B1.S1	
Behavior Walkthroughs	
Person Responsible	
Schedule	
Evidence of Completion	Walkthrough data and feedback given to teachers.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1	
Walkthroughs	
Person Responsible	
Schedule	
Evidence of Completion	Data collected and feedback given to the school.

G4.B1.S2 Behavior coach coaching individual teachers for classroom management systems and individual student behavior plans.

Strategy Rationale

Action Step 1	
Collect behavioral data on individual classrooms.	
Person Responsible	
Schedule	
Evidence of Completion	Teacher behavior charts in hand

Action Step 2	
Prioritize classrooms for coaching and assign behavior coach to those classrooms.	
Person Responsible	
Schedule	
Evidence of Completion	SBLT notes

Plan to Monitor Fidelity of Implementation of G4.B1.S2	
Feedback notes from behavior coach Walkthroughs of classrooms in question	
Person Responsible	
Schedule	
Evidence of Completion	Strategies from coaching feedback being implemented in the classroom.

Plan to Monitor Effectiveness of Implementation of G4.B1.S2	
Walkthroughs Engagement data Referral data	
Person Responsible	
Schedule	
Evidence of Completion	Referrals and suspensions decreasing in targeted classrooms. Student engagement data increasing.

Professional Development

For each professional development activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::

Professional Development Table coming soon

Technical Assistance

For each technical assistance activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::

Technical Assistance Table coming soon

Budget Rollup

Budget summary data as entered into the Problem Solving section of this plan:

Budget Rollup Table coming soon