Gulfport Montessouri Elementary School

2015-16 School Improvement Plan

Gulfport Montessouri Elementary School

2014 52ND ST S, Gulfport, FL 33707

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

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	67%

Alternative/ESE Center	Charter School	Minority
No	No	70%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	D	C	C

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. 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 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 Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	4	Jim Browder

Former F	Turnaround Status
No	

Part I: 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 students 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 from previous year.
Students one grade level behind based on Running Record Data.
Students scoring in the red on Math or Language Arts Final assessments.
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 Level					Total
	1	2	3	4	5	
Attendance below 90 percent	12	26	13	11	14	76
One or more suspensions	1	3	1	1	4	10
Course failure in ELA or Math	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	2	7	7	11	33	60

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

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

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
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/55383.

Description
A PIP has been uploaded for this school or district - see the link above.

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:

Name	Title
Pribble, James	Principal
Butler, Brenda	Assistant Principal
Washington, Lamar	Other
Barnard, Stacey	Instructional Media
Hubble, Karen	Other

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 (???part time reading coach, Neala Jackson Math coach), academic MTSS coach (Karen Hubble) behavior MTSS specialist (Lamar Washington), school psychologist (Amelia Neal), social worker (Steve Kornel), educational diagnostician (Anna Annarelli), guidance counselor (Heather Maturo), 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:

Name	Stakeholder Group
Anna Kate Mackle	Parent
Sam Henderson	Business/Community
Conchita Davis	Parent
Lamar Washington	Teacher
Cheryl Bayonet	Education Support Employee
Nathaniel Wooten	Parent
Johnnie Harris	Parent
Sharrell Allen	Parent
Barbara Pace	Parent
Khana Riley	Teacher
James Pribble	Principal

Duties

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

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, Florida Statutes, 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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Pribble, James	Principal
Butler, Brenda	Assistant Principal
Hubble, Karen	Instructional Coach

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
Support for high impact strategies on the Marzano framework

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. Kirsten England. New to Montessori
Julia Paolillo. Jessica Cook KG
Laura Gorman. Megan McCarty 1st grade
Betsy McCarthy Vicki Spiewak New to 3rd grade
Angie Grasher Richard Jones 5th grade
Susan Campbell. Karen Evans Montessori Intermediate
Renee Forte Shawn Bieber New to the school and district
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: Extended School Day
Minutes added to school year: 4,320

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.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

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: Extended School Day
Minutes added to school year:

Small Group Instruction

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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: Extended School Day

Minutes added to school year:

Promise Time

Strategy Rationale

Strategy Purpose(s)
""

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: Extended School Day

Minutes added to school year:

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

Strategy Rationale

Strategy Purpose(s)
""

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), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. We will place an instructional and extra curricular focus on our African American students so that achievement on classroom post tests and state achievement tests will increase by at least 20% over 2014-15 achievement levels, resulting in a narrowing of the gap between black and non-black students.

G2. 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 70th percentile.

G3. 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 60th percentile.

G4. If students will use evidence to explain their reasoning and thinking across all subject areas then student performance growth will be above the 70th percentile in all academic areas.

G5. 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%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. We will place an instructional and extra curricular focus on our African American students so that achievement on classroom post tests and state achievement tests will increase by at least 20% over 2014-15 achievement levels, resulting in a narrowing of the gap between black and non-black students. `1a`

🔍 G065028

Targets Supported `1b`

Indicator	Annual Target
AMO Math - African American	53.0
AMO Reading - African American	55.0
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal `2`

•

Targeted Barriers to Achieving the Goal `3`

• Building excitement so students want to be successful at school

Plan to Monitor Progress Toward G1. `8`

Pre/post test data, I-ready, ST Math, FSA achievement data.

Person Responsible
James Pribble

Schedule
Monthly, from 9/25/2015 to 6/3/2016

Evidence of Completion
Achievement data

G2. 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 70th percentile. `1a`

`G062770`

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	80.0
Math Gains	75.0
FCAT 2.0 Science Proficiency	60.0
AMO Math - African American	53.0
AMO Reading - African American	55.0

Resources Available to Support the Goal `2`

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

Targeted Barriers to Achieving the Goal `3`

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

Plan to Monitor Progress Toward G2. `8`

Students are engaged with rigorous tasks and assignments.

Person Responsible
James Pribble

Schedule
Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion
Common Assessments, ELA Marzaono Pre-Test, ELA Post-Test, Classroom Walkthrough data

G3. 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 60th percentile. 1a

G062771

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	75.0
ELA/Reading Lowest 25% Gains	50.0
AMO Math - All Students	58.0
AMO Reading - All Students	64.0
AMO Math - African American	53.0
AMO Reading - African American	55.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- 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 G3. 8

Common Assessments, Running records, I-Ready, I-Station, Grade 3 portfolios. ST Math

Person Responsible
James Pribble

Schedule
Monthly, from 9/25/2015 to 6/3/2016

Evidence of Completion
Data collection

G4. If students will use evidence to explain their reasoning and thinking across all subject areas then student performance growth will be above the 70th percentile in all academic areas. `1a`

G062772

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	80.0
Math Gains	75.0
FCAT 2.0 Science Proficiency	60.0
AMO Math - African American	53.0
AMO Reading - African American	55.0

Resources Available to Support the Goal `2`

- Journals

- Instructional Coaches

- Core Connections

- Title 1 Hourlies

- Professional Development

Targeted Barriers to Achieving the Goal `3`

- 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 G4. `8`

Students are able to explain their thinking across all subjects.

Person Responsible
James Pribble

Schedule
Daily, from 9/8/2015 to 6/3/2016

Evidence of Completion
ELA Pre-and Post Test, Journal Rubrics, Written Response to Learning Task

G5. 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%. 1a

G062773

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	-30.0
One or More Suspensions	2.0
Attendance Below 90%	3.0

Resources Available to Support the Goal 2

- Behavior Coach
- Champs
- Foundations
- Positive Behavior system

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G5. 8

Referral and suspension data

Person Responsible
Lamar Washington

Schedule
Monthly, from 9/25/2015 to 6/3/2016

Evidence of Completion
SBLT notes with number of referrals and suspensions decreasing for each subgroup..

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. We will place an instructional and extra curricular focus on our African American students so that achievement on classroom post tests and state achievement tests will increase by at least 20% over 2014-15 achievement levels, resulting in a narrowing of the gap between black and non-black students. 1

🔑 G065028

G1.B1 Building excitement so students want to be successful at school 2

🔑 B167756

G1.B1.S1 Extracurricular activities such as football club, dance club, cheerleading club, young lions, and Girls on the run. These will be tied into tutoring. 4

🔑 S179309

Strategy Rationale

Students will want to do well in order to participate in our after school activities.

Action Step 1 5

Students will be identified and invited to join these extra curricular clubs

Person Responsible

James Pribble

Schedule

Monthly, from 9/8/2015 to 5/2/2016

Evidence of Completion

Students enrolled in clubs

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Behavior and academic data of these students will be reviewed

Person Responsible

James Pribble

Schedule

Monthly, from 9/25/2015 to 6/3/2016

Evidence of Completion

Behavior data and pre/post data

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

The number of students attending the clubs Ina consistent basis

Person Responsible

James Pribble

Schedule

Monthly, from 9/25/2015 to 9/25/2015

Evidence of Completion

Attendance data

G1.B1.S2 Small group instruction based on instructing the student where they are academically and moving them forward to where they need to be. 4

Strategy Rationale

🔑 S179311

Action Step 1 5

Data will be used to determine each student's beginning academic level

Person Responsible

Karen Hubble

Schedule

Daily, from 8/26/2015 to 6/3/2016

Evidence of Completion

Data from performance matters and original placement tests from I-ready, I station, running records

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Students placed in appropriate groups with the appropriate interventions and enrichments

Person Responsible

Karen Hubble

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

List of groups with interventions and enrichments in each classroom

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

We will look at post test data and growth in Running Record data, I-ready and I station

Person Responsible

James Pribble

Schedule

Monthly, from 9/25/2015 to 6/3/2016

Evidence of Completion

Student achievement data in all subject areas.

G2. 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 70th percentile. `1`

🔍 G062770

G2.B1 Staff knowledge about collaborative planning. `2`

🔍 B161322

G2.B1.S1 Teachers will participate in collaborative planning. `4`

🔍 S172798

Strategy Rationale

Action Step 1 `5`

Develop a collaborative planning protocal.

Person Responsible

Brenda Butler

Schedule

On 9/11/2015

Evidence of Completion

The Protocal

Action Step 2 `5`

Guiding Teachers through facilitated collaborative planning.

Person Responsible

Brenda Butler

Schedule

Weekly, from 9/8/2015 to 5/31/2016

Evidence of Completion

Reflection Journal, Logs, Completed Lesson Plans

Action Step 3 `5`

Teachers engage in collaborative planning.

Person Responsible

James Pribble

Schedule

Weekly, from 9/8/2015 to 5/31/2016

Evidence of Completion

Lesson Plans, Reflection Journal, Surveys

Action Step 4 `5`

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 8/21/2015 to 6/3/2016

Evidence of Completion

Master Schedule and team planning notes

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Teachers are engaged in collaborative planning based on the protocal.

Person Responsible

Brenda Butler

Schedule

Weekly, from 9/8/2015 to 5/31/2016

Evidence of Completion

Lesson Plans, Survey, Collaborative Planning Protocal, Walk Throughs

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Monitoring of collaborative Planning

Person Responsible

James Pribble

Schedule

Weekly, from 9/8/2015 to 5/31/2016

Evidence of Completion

Reflection Journal, Survey, Lesson Plans, Observation Notes

G2.B3 Knowledge of Florida Core Standards `2`

B161324

G2.B3.S1 Teachers will engage in professional learning. `4`

S172799

Strategy Rationale

Action Step 1 `5`

Instructional Coaches will facilitate professional development on Florida core standards.

Person Responsible

James Pribble

Schedule

Weekly, from 8/11/2015 to 5/31/2016

Evidence of Completion

PLC Logs and Coaching Logs

Action Step 2 5

Model Classrooms

Person Responsible

Brenda Butler

Schedule

Weekly, from 9/8/2015 to 5/31/2016

Evidence of Completion

Sign Up Sheets, Observation Sheet

Action Step 3 5

Lesson Study

Person Responsible

Brenda Butler

Schedule

Weekly, from 9/8/2015 to 5/31/2016

Evidence of Completion

Coaching Logs, Observation Notes, Lesson Plans, Reflection Journal

Action Step 4 5

Coaching Cycles with Targeted Teachers

Person Responsible

James Pribble

Schedule

Daily, from 8/31/2015 to 5/31/2016

Evidence of Completion

Coaching Logs

Action Step 5 `5`

Working with teachers and classrooms to ensure use of ST math program.

Person Responsible

Stacey Barnard

Schedule

Weekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Progress monitoring of teacher and classroom usage.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Records of Professional Development

Person Responsible

James Pribble

Schedule

Quarterly, from 8/11/2015 to 6/3/2016

Evidence of Completion

Coaches Logs, Sign In sheets, E-Learning component points,

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Teacher knowledge will increase about Florida core.

Person Responsible

Brenda Butler

Schedule

Weekly, from 9/8/2015 to 5/31/2016

Evidence of Completion

Walk Throughs, Lesson Plans, Student Work Analysis through Lesson Study, Surveys, Reflection Journal

G2.B3.S2 Team planning and goal/scale setting. 4

🔧 S172800

Strategy Rationale

Action Step 1 5

Clear focus on goals and scales in team planning

Person Responsible

James Pribble

Schedule

Weekly, from 8/11/2015 to 6/3/2016

Evidence of Completion

Goals and scales being used by students in the classrooms

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Walkthroughs
Team Planning notes
Lesson Plans

Person Responsible

James Pribble

Schedule

Daily, from 9/8/2015 to 6/3/2016

Evidence of Completion

Feedback notes to teams and individual teachers.

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 `7`

Walkthroughs, Florida Achieves data, I-Ready, Common Assessment Data, Grade Level assessment data.

Person Responsible

Brenda Butler

Schedule

Monthly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Math performance levels and ELA performance levels increasing across all grade levels.

G2.B3.S3 Designing assessments to get students to the rigor necessary and analyzing the data to inform instruction. `4`

S172801

Strategy Rationale

Action Step 1 `5`

Use the Common core standards to develop assessments that get to level 3 on the Marzano scale.

Person Responsible

Stacey Barnard

Schedule

Biweekly, from 9/8/2015 to 5/31/2016

Evidence of Completion

Assessments designed and in use across the grade level.

Action Step 2 `5`

Analyze data to inform instruction

> **Person Responsible**
>
> Brenda Butler
>
> **Schedule**
>
> Biweekly, from 8/21/2015 to 6/3/2016
>
> ***Evidence of Completion***
>
> PLC notes

Plan to Monitor Fidelity of Implementation of G2.B3.S3 `6`

Data feedback from grade level teams
Walkthroughs
Assessment reviews

> **Person Responsible**
>
> Brenda Butler
>
> **Schedule**
>
> Monthly, from 9/8/2015 to 5/31/2016
>
> ***Evidence of Completion***
>
> Student data from assessments readily available.

Plan to Monitor Effectiveness of Implementation of G2.B3.S3 `7`

Analyze data of unit assessments and compare to district common assessments, florida achieves
and FSA results.

> **Person Responsible**
>
> Brenda Butler
>
> **Schedule**
>
> Monthly, from 9/8/2015 to 5/31/2016
>
> ***Evidence of Completion***
>
> Performance on unit assessments will match performance on other assessments alligned to
> the common core.

G2.B7 Technology available in the classroom 2

🔑 B161328

G2.B7.S1 Increasing number of computers in intermediate classrooms to 6 and primary classrooms to 5. 4

🔑 S172802

Strategy Rationale

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

Action Step 1 5

Making sure we have the correct number of computers in each classroom

Person Responsible

Stacey Barnard

Schedule

Quarterly, from 8/13/2015 to 5/31/2016

Evidence of Completion

The actual number of working computers in each classroom

Plan to Monitor Fidelity of Implementation of G2.B7.S1 6

Follow up to make sure computers are working and being utilized.

Person Responsible

Stacey Barnard

Schedule

Quarterly, from 9/8/2015 to 5/31/2016

Evidence of Completion

Number of computers being used in classrooms. Walkthroughs and monitoring checks

Plan to Monitor Effectiveness of Implementation of G2.B7.S1 `7`

Looking at ST Math and I-station usage reports

Person Responsible

Stacey Barnard

Schedule

Weekly, from 9/18/2015 to 6/3/2016

Evidence of Completion

ST Math and I-station progress reports.

G3. 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 60th percentile. `1`

🔍 G062771

G3.B1 Enough teachers willing to work extended time for planning, breaking down data and Extended Learning `2`

🔍 B161330

G3.B1.S1 Pay for planning along the common core and tutoring in those standards where students are struggling `4`

🔍 S172803

Strategy Rationale

Action Step 1 `5`

Plan in place for tutoring with number of teachers willing.

Person Responsible

Brenda Butler

Schedule

On 8/28/2015

Evidence of Completion

Plan in place and able to implement after Labor Day

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Walkthroughs of Extended Learning and Promise Time

Person Responsible

Brenda Butler

Schedule

Weekly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Feedback to teachers

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Common Assessments, Running records, I-Ready, ST Math, Grade 3 portfolios., I station

Person Responsible

Brenda Butler

Schedule

Monthly, from 9/25/2015 to 6/3/2016

Evidence of Completion

Data collection to see if level of proficiency is increasing.

G3.B1.S2 Bring teams together monthly to look at and break down classroom data 4

🔑 S172804

Strategy Rationale

Action Step 1 5

Teachers meet monthly to look at classroom data

Person Responsible

Karen Hubble

Schedule

Monthly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Data meeting notes

Plan to Monitor Fidelity of Implementation of G3.B1.S2 `6`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

Person Responsible

Schedule

Evidence of Completion

G3.B1.S3 Mentors from our staff for all of our L25 students `4`

S172805

Strategy Rationale

Action Step 1 `5`

Staff assigned to or selecting students to mentor

Person Responsible

James Pribble

Schedule

On 8/24/2015

Evidence of Completion

Teachers assignments to students

Plan to Monitor Fidelity of Implementation of G3.B1.S3 `6`

Check in and Check out notes from mentors with our L25.

Person Responsible

James Pribble

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Check in check out notes for the week.

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 `7`

Checking academic data sources such as ST Math-I ready, I station and common assessment data.

Person Responsible

James Pribble

Schedule

Monthly, from 9/25/2015 to 6/3/2016

Evidence of Completion

Looking at student data sources

G3.B2 Parent Involvement. 2

🔑 B161331

G3.B2.S2 Use of take home computers for our L25 and other 3rd and 4th grade students for extending the learning at home. [copy] 4

🔑 S178593

Strategy Rationale

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Person Responsible

Schedule

Evidence of Completion

G3.B3 Students able to understand exactly what they know and where they need to get to. Taking charge of their own learning 2

B161332

G3.B3.S1 Developing clearly defined and student friendly learning goals measured by a learning scale. 4

S172809

Strategy Rationale

Action Step 1 5

Hiring of 7 Hourlies

Person Responsible

Karen Hubble

Schedule

On 8/24/2015

Evidence of Completion

All 7 hourlies on board

Action Step 2 5

Developing learning goals based completely on the Florida standards

Person Responsible

James Pribble

Schedule

Weekly, from 8/11/2015 to 6/3/2016

Evidence of Completion

Goals posted in classrooms and evident in lesson plans

Action Step 3 5

Developing scales and assessments for students based on the learning goal.

Person Responsible

James Pribble

Schedule

Weekly, from 8/11/2015 to 6/3/2016

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 G3.B3.S1 6

Instructional walkthroughs focusing on Goals and Scales

Person Responsible

James Pribble

Schedule

Daily, from 9/8/2015 to 6/3/2016

Evidence of Completion

Goals and scales evident in classrooms

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Looking at multiple sources of data and monitoring student growth. Walk through documentation and feedback to teachers will be utilized as well.

Person Responsible

James Pribble

Schedule

Daily, from 9/8/2015 to 6/3/2016

Evidence of Completion

Increased level of performance among targeted population. Increased level of performance school wide.

G3.B3.S2 Use of hourlies in small group instruction to help focus on individualized learning. `4`

🔧 S172810

Strategy Rationale

Action Step 1 `5`

Hiring of all 7 hourlies

Person Responsible

Karen Hubble

Schedule

On 8/24/2015

Evidence of Completion

All 7 hourlies have been selected and paperwork processed

Action Step 2 `5`

All 7 Hourlies schedules created, students identified, and materials purchased.

Person Responsible

Karen Hubble

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Schedules created and groups created.

Plan to Monitor Fidelity of Implementation of G3.B3.S2 `6`

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 G3.B3.S2 `7`

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.

G3.B4 Students in same classrooms and grade levels at a variety of different reading levels and needs. `2`

`B161333`

G3.B4.S3 Extended Learning Science Clubs and STEM project. `4`

`S172813`

> **Strategy Rationale**

Action Step 1 `5`

Select students for STEM Extended Learning project.

> **Person Responsible**

> Stacey Barnard

> **Schedule**

> On 9/11/2015

> *Evidence of Completion*

> Students selected

Action Step 2 5

Work with Extended Learning STEM students 90 minutes a week.

Person Responsible

Brenda Butler

Schedule

Weekly, from 9/21/2015 to 6/3/2016

Evidence of Completion

Program is full to capacity and students are actively engaged.

Action Step 3 5

Monitor attendance of students

Person Responsible

Brenda Butler

Schedule

Monthly, from 9/21/2015 to 6/3/2016

Evidence of Completion

Attendance log and all students attending.

Plan to Monitor Fidelity of Implementation of G3.B4.S3 6

Extended Learning Walkthroughs

Person Responsible

Brenda Butler

Schedule

Weekly, from 9/21/2015 to 6/3/2016

Evidence of Completion

Walkthrough and Feedback data to STEM coordinator and students.

Plan to Monitor Effectiveness of Implementation of G3.B4.S3 `7`

Look at Science data from a variety of sources. Journaling, scales, Common Assessments, projects.

Person Responsible

Brenda Butler

Schedule

Monthly, from 9/25/2015 to 6/3/2016

Evidence of Completion

Science performance for the STEM students increasing throughout the year.

G4. If students will use evidence to explain their reasoning and thinking across all subject areas then student performance growth will be above the 70th percentile in all academic areas. `1`

🔍 G062772

G4.B1 Students and teachers unfamiliar with writing across the curriculum. `2`

🔍 B161334

G4.B1.S1 Students will do in depth journaling to explain their reasoning in all subject areas. `4`

🔍 S172814

Strategy Rationale

Action Step 1 `5`

Coach teachers in use of journaling across the curriculum.

Person Responsible

Brenda Butler

Schedule

Weekly, from 8/11/2015 to 6/3/2016

Evidence of Completion

Classroom teachers using journaling in the classrooms.

Action Step 2 `5`

Help teachers develop rubrics for acceptable journaling.

Person Responsible

Brenda Butler

Schedule

Weekly, from 8/11/2015 to 6/3/2016

Evidence of Completion

Teachers and students using rubrics in their classrooms with journaling.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 `6`

Students are responding to learning through journaling across all subject areas.

Person Responsible

James Pribble

Schedule

Weekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Student work analysis

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Students and teachers are familiar with writing across the curriculum.

Person Responsible

Brenda Butler

Schedule

Weekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Journal Writing Student Work

G4.B2 Teachers unfamiliar with scaffolding techniques for meaningful thinking. 2

B161335

G4.B2.S1 Teachers alligning Florida Core standards with Marzano techniques. Goals and Scales 4

S172815

Strategy Rationale

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

Action Step 1 5

Goals and scales set up based on Florida Standards for each subject area in each classroom

Person Responsible

James Pribble

Schedule

Weekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Walkthrough Data and Student Data

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Classroom walkthroughs and team planning

Person Responsible

James Pribble

Schedule

Daily, from 9/8/2015 to 6/3/2016

Evidence of Completion

Classroom walkthrough data from Marzano based on Goals and scales

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

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 9/25/2015 to 6/3/2016

Evidence of Completion

Data from Pre and Post tests as well as data from student surveys.

G4.B5 Conferring is occurring inconsistently. 2

🔑 B161338

G4.B5.S1 Teachers will engage in professional development about conferring. 4

🔑 S172816

Strategy Rationale

Action Step 1 5

Instructional Coaches will facilitate professional development related to conferring. (Professional Development for modeling, planning, debriefing, coaching cycles)

Person Responsible

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Coaching Log, Pre and Post Surveys for Professional Development, Professional Development Sign In Sheets

Plan to Monitor Fidelity of Implementation of G4.B5.S1 `6`

Records of teachers engaging in professional development.

Person Responsible

James Pribble

Schedule

Monthly, from 9/25/2015 to 6/3/2016

Evidence of Completion

Coaches Logs, Teacher Anecdotal Notes in Journals,

Plan to Monitor Effectiveness of Implementation of G4.B5.S1 `7`

Teachers have engaged in conferring consistently.

Person Responsible

Brenda Butler

Schedule

Weekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Walk-throughs, Journal Checks, PLC Notes

G4.B5.S4 Students, teachers and administrators will monitor science notebooks for the rigor of science instruction. [copy] 4

S172819

Strategy Rationale

Action Step 1 5

Monitor Science notebooking using rubrics and success criteria.

Person Responsible

Brenda Butler

Schedule

Weekly, from 9/8/2015 to 6/3/2016

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 G4.B5.S4 6

Walk throughs and checking content and rigor of written reflections based on the rubric in student science notebooks.

Person Responsible

Brenda Butler

Schedule

Weekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Walk through and feedback data.

Plan to Monitor Effectiveness of Implementation of G4.B5.S4 `7`

Monitor science notebooks and PLC notes for consistency of instruction, instructional timeline and rigor of instruction.

Person Responsible

Brenda Butler

Schedule

Weekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

SBLT minutes, feedback notes to teachers, and consistent scoring of science notebooks.

G5. 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%. `1`

`G062773`

G5.B1 Consistent implementation of behavior plans. Schoolwide, classroom, and individual. `2`

`B161342`

G5.B1.S1 Schoolwide trainings on the positive behavior supports in place for Tier 1 behavior. `4`

`S172820`

Strategy Rationale

Action Step 1 `5`

Behavior trainings on schoolwide system.

Person Responsible

Lamar Washington

Schedule

Quarterly, from 8/18/2015 to 5/2/2016

Evidence of Completion

Sign in sheets from trainings.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Behavior Walkthroughs

Person Responsible

Lamar Washington

Schedule

Every 6 Weeks, from 9/14/2015 to 6/1/2016

Evidence of Completion

Walkthrough data and feedback given to teachers.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Walkthroughs

Person Responsible

James Pribble

Schedule

Weekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Data collected and feedback given to the school.

G5.B1.S2 Behavior coach coaching individual teachers for classroom management systems and individual student behavior plans. 4

🔍 S172821

Strategy Rationale

Action Step 1 5

Collect behavioral data on individual classrooms.

Person Responsible

Lamar Washington

Schedule

Weekly, from 8/28/2015 to 6/3/2016

Evidence of Completion

Teacher behavior charts in hand

Action Step 2 5

Prioritize classrooms for coaching and assign behavior coach to those classrooms.

Person Responsible

James Pribble

Schedule

Weekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

SBLT notes

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Feedback notes from behavior coach
Walkthroughs of classrooms in question

Person Responsible

James Pribble

Schedule

Weekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Strategies from coaching feedback being implemented in the classroom.

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Walkthroughs
Engagement data
Referral data

Person Responsible

Lamar Washington

Schedule

Monthly, from 9/25/2015 to 6/3/2016

Evidence of Completion

Referrals and suspensions decreasing in targeted classrooms. Student engagement data
increasing.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Develop a collaborative planning protocal.	Butler, Brenda	9/4/2015	The Protocal	9/11/2015 one-time
G2.B3.S1.A1	Instructional Coaches will facilitate professional development on Florida core standards.	Pribble, James	8/11/2015	PLC Logs and Coaching Logs	5/31/2016 weekly
G2.B3.S2.A1	Clear focus on goals and scales in team planning	Pribble, James	8/11/2015	Goals and scales being used by students in the classrooms	6/3/2016 weekly
G2.B3.S3.A1	Use the Common core standards to develop assessments that get to level 3 on the Marzano scale.	Barnard, Stacey	9/8/2015	Assessments designed and in use across the grade level.	5/31/2016 biweekly
G2.B7.S1.A1	Making sure we have the correct number of computers in each classroom	Barnard, Stacey	8/13/2015	The actual number of working computers in each classroom	5/31/2016 quarterly
G3.B1.S1.A1	Plan in place for tutoring with number of teachers willing.	Butler, Brenda	8/28/2015	Plan in place and able to implement after Labor Day	8/28/2015 one-time
G3.B1.S2.A1	Teachers meet monthly to look at classroom data	Hubble, Karen	9/8/2015	Data meeting notes	6/3/2016 monthly
G3.B3.S1.A1	Hiring of 7 Hourlies	Hubble, Karen	8/13/2015	All 7 hourlies on board	8/24/2015 one-time
G3.B3.S2.A1	Hiring of all 7 hourlies	Hubble, Karen	8/13/2015	All 7 hourlies have been selected and paperwork processed	8/24/2015 one-time
G3.B4.S3.A1	Select students for STEM Extended Learning project.	Barnard, Stacey	9/8/2015	Students selected	9/11/2015 one-time
G4.B1.S1.A1	Coach teachers in use of journaling across the curriculum.	Butler, Brenda	8/11/2015	Classroom teachers using journaling in the classrooms.	6/3/2016 weekly
G4.B2.S1.A1	Goals and scales set up based on Florida Standards for each subject area in each classroom	Pribble, James	9/8/2015	Walkthrough Data and Student Data	6/3/2016 weekly
G4.B5.S1.A1	Instructional Coaches will facilitate professional development related to conferring. (Professional Development for modeling, planning, debriefing, coaching cycles)		8/31/2015	Coaching Log, Pre and Post Surveys for Professional Development, Professional Development Sign In Sheets	6/3/2016 weekly
G4.B5.S4.A1	Monitor Science notebooking using rubrics and success criteria.	Butler, Brenda	9/8/2015	Consistent daily written reflections in science notebooks that align to the NGSS and rubric. Student conversations.	6/3/2016 weekly
G5.B1.S1.A1	Behavior trainings on schoolwide system.	Washington, Lamar	8/18/2015	Sign in sheets from trainings.	5/2/2016 quarterly
G5.B1.S2.A1	Collect behavioral data on individual classrooms.	Washington, Lamar	8/28/2015	Teacher behavior charts in hand	6/3/2016 weekly
G3.B1.S3.A1	Staff assigned to or selecting students to mentor	Pribble, James	8/24/2015	Teachers assignments to students	8/24/2015 one-time
G3.B2.S2.A1	[no content entered]			one-time	
G1.B1.S1.A1	Students will be identified and invited to join these extra curricular clubs	Pribble, James	9/8/2015	Students enrolled in clubs	5/2/2016 monthly
G1.B1.S2.A1	Data will be used to determine each student's beginning academic level	Hubble, Karen	8/26/2015	Data from performance matters and original placement tests from I-ready, I station, running records	6/3/2016 daily
G2.B1.S1.A2	Guiding Teachers through facilitated collaborative planning.	Butler, Brenda	9/8/2015	Reflection Journal, Logs, Completed Lesson Plans	5/31/2016 weekly
G2.B3.S1.A2	Model Classrooms	Butler, Brenda	9/8/2015	Sign Up Sheets, Observation Sheet	5/31/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S3.A2	Analyze data to inform instruction	Butler, Brenda	8/21/2015	PLC notes	6/3/2016 biweekly
G3.B3.S1.A2	Developing learning goals based completely on the Florida standards	Pribble, James	8/11/2015	Goals posted in classrooms and evident in lesson plans	6/3/2016 weekly
G3.B3.S2.A2	All 7 Hourlies schedules created, students identified, and materials purchased.	Hubble, Karen	8/24/2015	Schedules created and groups created.	6/3/2016 monthly
G3.B4.S3.A2	Work with Extended Learning STEM students 90 minutes a week.	Butler, Brenda	9/21/2015	Program is full to capacity and students are actively engaged.	6/3/2016 weekly
G4.B1.S1.A2	Help teachers develop rubrics for acceptable journaling.	Butler, Brenda	8/11/2015	Teachers and students using rubrics in their classrooms with journaling.	6/3/2016 weekly
G5.B1.S2.A2	Prioritize classrooms for coaching and assign behavior coach to those classrooms.	Pribble, James	9/8/2015	SBLT notes	6/3/2016 weekly
G2.B1.S1.A3	Teachers engage in collaborative planning.	Pribble, James	9/8/2015	Lesson Plans, Reflection Journal, Surveys	5/31/2016 weekly
G2.B3.S1.A3	Lesson Study	Butler, Brenda	9/8/2015	Coaching Logs, Observation Notes, Lesson Plans, Reflection Journal	5/31/2016 weekly
G3.B3.S1.A3	Developing scales and assessments for students based on the learning goal.	Pribble, James	8/11/2015	Scales posted in classrooms and student understanding of where they are in relationship to the scale.	6/3/2016 weekly
G3.B4.S3.A3	Monitor attendance of students	Butler, Brenda	9/21/2015	Attendance log and all students attending.	6/3/2016 monthly
G2.B1.S1.A4	Build at least 80 minute team planning into schedule once every 6 days at the end of the day.	Pribble, James	8/21/2015	Master Schedule and team planning notes	6/3/2016 daily
G2.B3.S1.A4	Coaching Cycles with Targeted Teachers	Pribble, James	8/31/2015	Coaching Logs	5/31/2016 daily
G2.B3.S1.A5	Working with teachers and classrooms to ensure use of ST math program.	Barnard, Stacey	9/8/2015	Progress monitoring of teacher and classroom usage.	6/3/2016 weekly
G1.MA1	Pre/post test data, I-ready, ST Math, FSA achievement data.	Pribble, James	9/25/2015	Achievement data	6/3/2016 monthly
G1.B1.S1.MA1	The number of students attending the clubs Ina consistent basis	Pribble, James	9/25/2015	Attendance data	9/25/2015 monthly
G1.B1.S1.MA1	Behavior and academic data of these students will be reviewed	Pribble, James	9/25/2015	Behavior data and pre/post data	6/3/2016 monthly
G1.B1.S2.MA1	We will look at post test data and growth in Running Record data, I-ready and I station	Pribble, James	9/25/2015	Student achievement data in all subject areas.	6/3/2016 monthly
G1.B1.S2.MA1	Students placed in appropriate groups with the appropriate interventions and enrichments	Hubble, Karen	8/31/2015	List of groups with interventions and enrichments in each classroom	6/3/2016 monthly
G2.MA1	Students are engaged with rigorous tasks and assignments.	Pribble, James	8/24/2015	Common Assessments, ELA Marzaono Pre-Test, ELA Post-Test, Classroom Walkthrough data	6/3/2016 daily
G2.B1.S1.MA1	Monitoring of collaborative Planning	Pribble, James	9/8/2015	Reflection Journal, Survey, Lesson Plans, Observation Notes	5/31/2016 weekly
G2.B1.S1.MA1	Teachers are engaged in collaborative planning based on the protocal.	Butler, Brenda	9/8/2015	Lesson Plans, Survey, Collaborative Planning Protocal, Walk Throughs	5/31/2016 weekly
G2.B3.S1.MA1	Teacher knowledge will increase about Florida core.	Butler, Brenda	9/8/2015	Walk Throughs, Lesson Plans, Student Work Analysis through Lesson Study, Surveys, Reflection Journal	5/31/2016 weekly
G2.B3.S1.MA1	Records of Professional Development	Pribble, James	8/11/2015	Coaches Logs, Sign In sheets, E-Learning component points,	6/3/2016 quarterly
G2.B7.S1.MA1	Looking at ST Math and I-station usage reports	Barnard, Stacey	9/18/2015	ST Math and I-station progress reports.	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B7.S1.MA1	Follow up to make sure computers are working and being utilized.	Barnard, Stacey	9/8/2015	Number of computers being used in classrooms. Walkthroughs and monitoring checks	5/31/2016 quarterly
G2.B3.S2.MA1	Walkthroughs, Florida Achieves data, I-Ready, Common Assessment Data, Grade Level assessment data.	Butler, Brenda	9/8/2015	Math performance levels and ELA performance levels increasing across all grade levels.	6/3/2016 monthly
G2.B3.S2.MA1	Walkthroughs Team Planning notes Lesson Plans	Pribble, James	9/8/2015	Feedback notes to teams and individual teachers.	6/3/2016 daily
G2.B3.S3.MA1	Analyze data of unit assessments and compare to district common assessments, florida achieves and FSA results.	Butler, Brenda	9/8/2015	Performance on unit assessments will match performance on other assessments alligned to the common core.	5/31/2016 monthly
G2.B3.S3.MA1	Data feedback from grade level teams Walkthroughs Assessment reviews	Butler, Brenda	9/8/2015	Student data from assessments readily available.	5/31/2016 monthly
G3.MA1	Common Assessments, Running records, I-Ready, I-Station, Grade 3 portfolios. ST Math	Pribble, James	9/25/2015	Data collection	6/3/2016 monthly
G3.B1.S1.MA1	Common Assessments, Running records, I-Ready, ST Math, Grade 3 portfolios., I station	Butler, Brenda	9/25/2015	Data collection to see if level of proficiency is increasing.	6/3/2016 monthly
G3.B1.S1.MA1	Walkthroughs of Extended Learning and Promise Time	Butler, Brenda	9/14/2015	Feedback to teachers	6/3/2016 weekly
G3.B3.S1.MA1	Looking at multiple sources of data and monitoring student growth. Walk through documentation and feedback to teachers will be utilized as well.	Pribble, James	9/8/2015	Increased level of performance among targeted population. Increased level of performance school wide.	6/3/2016 daily
G3.B3.S1.MA1	Instructional walkthroughs focusing on Goals and Scales	Pribble, James	9/8/2015	Goals and scales evident in classrooms	6/3/2016 daily
G3.B1.S2.MA1	[no content entered]			one-time	
G3.B1.S2.MA1	[no content entered]			one-time	
G3.B3.S2.MA1	Looking at multiple sources of data and monitoring student growth. Walk through documentation and feedback to teachers will be utilized as well.		Performance data increases for targeted students working with hourlies.	one-time	
G3.B3.S2.MA1	Are the hourlies hired and a schedule created and being followed		Are schedules in place by the deadline and have groups been implemented.	one-time	
G3.B2.S2.MA1	[no content entered]			one-time	
G3.B2.S2.MA1	[no content entered]			one-time	
G3.B1.S3.MA1	Checking academic data sources such as ST Math-I ready, I station and common assessment data.	Pribble, James	9/25/2015	Looking at student data sources	6/3/2016 monthly
G3.B1.S3.MA1	Check in and Check out notes from mentors with our L25.	Pribble, James	8/24/2015	Check in check out notes for the week.	6/3/2016 weekly
G3.B4.S3.MA1	Look at Science data from a variety of sources. Journaling, scales, Common Assessments, projects.	Butler, Brenda	9/25/2015	Science performance for the STEM students increasing throughout the year.	6/3/2016 monthly
G3.B4.S3.MA1	Extended Learning Walkthroughs	Butler, Brenda	9/21/2015	Walkthrough and Feedback data to STEM coordinator and students.	6/3/2016 weekly
G4.MA1	Students are able to explain their thinking across all subjects.	Pribble, James	9/8/2015	ELA Pre-and Post Test, Journal Rubrics, Written Response to Learning Task	6/3/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S1.MA1	Students and teachers are familiar with writing across the curriculum.	Butler, Brenda	9/8/2015	Journal Writing Student Work	6/3/2016 weekly
G4.B1.S1.MA1	Students are responding to learning through journaling across all subject areas.	Pribble, James	9/8/2015	Student work analysis	6/3/2016 weekly
G4.B2.S1.MA1	Pre-Post Subject area test. Does it match where students believe they are along the scale.	Butler, Brenda	9/25/2015	Data from Pre and Post tests as well as data from student surveys.	6/3/2016 every-6-weeks
G4.B2.S1.MA1	Classroom walkthroughs and team planning	Pribble, James	9/8/2015	Classroom walkthrough data from Marzano based on Goals and scales	6/3/2016 daily
G4.B5.S1.MA1	Teachers have engaged in conferring consistently.	Butler, Brenda	9/8/2015	Walk-throughs, Journal Checks, PLC Notes	6/3/2016 weekly
G4.B5.S1.MA1	Records of teachers engaging in professional development.	Pribble, James	9/25/2015	Coaches Logs, Teacher Anecdotal Notes in Journals,	6/3/2016 monthly
G4.B5.S4.MA1	Monitor science notebooks and PLC notes for consistency of instruction, instructional timeline and rigor of instruction.	Butler, Brenda	9/8/2015	SBLT minutes, feedback notes to teachers, and consistent scoring of science notebooks.	6/3/2016 weekly
G4.B5.S4.MA1	Walk throughs and checking content and rigor of written reflections based on the rubric in student science notebooks.	Butler, Brenda	9/8/2015	Walk through and feedback data.	6/3/2016 weekly
G5.MA1	Referral and suspension data	Washington, Lamar	9/25/2015	SBLT notes with number of referrals and suspensions decreasing for each subgroup..	6/3/2016 monthly
G5.B1.S1.MA1	Walkthroughs	Pribble, James	9/8/2015	Data collected and feedback given to the school.	6/3/2016 weekly
G5.B1.S1.MA1	Behavior Walkthroughs	Washington, Lamar	9/14/2015	Walkthrough data and feedback given to teachers.	6/1/2016 every-6-weeks
G5.B1.S2.MA1	Walkthroughs Engagement data Referral data	Washington, Lamar	9/25/2015	Referrals and suspensions decreasing in targeted classrooms. Student engagement data increasing.	6/3/2016 monthly
G5.B1.S2.MA1	Feedback notes from behavior coach Walkthroughs of classrooms in question	Pribble, James	9/8/2015	Strategies from coaching feedback being implemented in the classroom.	6/3/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. 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 70th percentile.

G2.B1 Staff knowledge about collaborative planning.

G2.B1.S1 Teachers will participate in collaborative planning.

PD Opportunity 1

Guiding Teachers through facilitated collaborative planning.

Facilitator

Neala Jackson, Brenda Butler, James Pribble

Participants

All teachers

Schedule

Weekly, from 9/8/2015 to 5/31/2016

PD Opportunity 2

Teachers engage in collaborative planning.

Facilitator

Neala Jackson, Brenda Butler, James Pribble

Participants

All teachers

Schedule

Weekly, from 9/8/2015 to 5/31/2016

G2.B3 Knowledge of Florida Core Standards

G2.B3.S1 Teachers will engage in professional learning.

PD Opportunity 1

Instructional Coaches will facilitate professional development on Florida core standards.

Facilitator

Neala Jackson, Brenda Butler, James Pribble

Participants

Classroom Teachers

Schedule

Weekly, from 8/11/2015 to 5/31/2016

PD Opportunity 2

Model Classrooms

Facilitator

Neala Jackson, Brenda Butler, James Pribble

Participants

Classroom Teachers

Schedule

Weekly, from 9/8/2015 to 5/31/2016

PD Opportunity 3

Lesson Study

Facilitator

Neala Jackson, Brenda Butler, James Pribble

Participants

Classroom Teachers

Schedule

Weekly, from 9/8/2015 to 5/31/2016

PD Opportunity 4

Coaching Cycles with Targeted Teachers

Facilitator

Neala Jackson, Brenda Butler, James Pribble

Participants

Targeted Classroom teachers

Schedule

Daily, from 8/31/2015 to 5/31/2016

G2.B3.S2 Team planning and goal/scale setting.

PD Opportunity 1

Clear focus on goals and scales in team planning

Facilitator

Neala Jackson, Brenda Butler, James Pribble

Participants

Classroom teachers

Schedule

Weekly, from 8/11/2015 to 6/3/2016

G2.B3.S3 Designing assessments to get students to the rigor necessary and analyzing the data to inform instruction.

PD Opportunity 1

Use the Common core standards to develop assessments that get to level 3 on the Marzano scale.

Facilitator

Curriculum Coaches, media specialist

Participants

Grade level Teams Coaches

Schedule

Biweekly, from 9/8/2015 to 5/31/2016

PD Opportunity 2

Analyze data to inform instruction

Facilitator

AP, Curriculum Coaches

Participants

Grade level teams Coaches

Schedule

Biweekly, from 8/21/2015 to 6/3/2016

G3. 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 60th percentile.

G3.B1 Enough teachers willing to work extended time for planning, breaking down data and Extended Learning

G3.B1.S2 Bring teams together monthly to look at and break down classroom data

PD Opportunity 1

Teachers meet monthly to look at classroom data

Facilitator

Participants

Schedule

Monthly, from 9/8/2015 to 6/3/2016

G3.B3 Students able to understand exactly what they know and where they need to get to. Taking charge of their own learning

G3.B3.S1 Developing clearly defined and student friendly learning goals measured by a learning scale.

PD Opportunity 1

Developing learning goals based completely on the Florida standards

Facilitator

James Pribble, Neala Jackson, Brenda Butler

Participants

Classroom teachers Hourlies

Schedule

Weekly, from 8/11/2015 to 6/3/2016

PD Opportunity 2

Developing scales and assessments for students based on the learning goal.

Facilitator

James Pribble, Neala Jackson, Brenda Butler

Participants

Classroom teachers Hourlies

Schedule

Weekly, from 8/11/2015 to 6/3/2016

G4. If students will use evidence to explain their reasoning and thinking across all subject areas then student performance growth will be above the 70th percentile in all academic areas.

G4.B1 Students and teachers unfamiliar with writing across the curriculum.

G4.B1.S1 Students will do in depth journaling to explain their reasoning in all subject areas.

PD Opportunity 1

Coach teachers in use of journaling across the curriculum.

Facilitator

Brenda Butler, James Pribble, Neala Jackson

Participants

Classroom teachers

Schedule

Weekly, from 8/11/2015 to 6/3/2016

PD Opportunity 2

Help teachers develop rubrics for acceptable journaling.

Facilitator

Brenda Butler, Neala Jackson, James Pribble

Participants

Classroom teachers

Schedule

Weekly, from 8/11/2015 to 6/3/2016

G4.B5 Conferring is occurring inconsistently.

G4.B5.S1 Teachers will engage in professional development about conferring.

PD Opportunity 1

Instructional Coaches will facilitate professional development related to conferring. (Professional Development for modeling, planning, debriefing, coaching cycles)

Facilitator

Neala Jackson and Just in Time Coaches

Participants

Classroom teachers

Schedule

Weekly, from 8/31/2015 to 6/3/2016

G5. 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%.

G5.B1 Consistent implementation of behavior plans. Schoolwide, classroom, and individual.

G5.B1.S1 Schoolwide trainings on the positive behavior supports in place for Tier 1 behavior.

PD Opportunity 1

Behavior trainings on schoolwide system.

Facilitator

Behavior Coach

Participants

Behavior Coach Foundations team, Classroom teachers, students

Schedule

Quarterly, from 8/18/2015 to 5/2/2016

G5.B1.S2 Behavior coach coaching individual teachers for classroom management systems and individual student behavior plans.

PD Opportunity 1

Prioritize classrooms for coaching and assign behavior coach to those classrooms.

Facilitator

Behavior coach

Participants

SBLT Behavior coach

Schedule

Weekly, from 9/8/2015 to 6/3/2016

Budget