Gulfport Montessori Elementary School

2015-16 School Improvement Plan
School Demographics

<table>
<thead>
<tr>
<th>School Type</th>
<th>Title I</th>
<th>Free/Reduced Price Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>Yes</td>
<td>67%</td>
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</table>

<table>
<thead>
<tr>
<th>Alternative/ESE Center</th>
<th>Charter School</th>
<th>Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>No</td>
<td>70%</td>
</tr>
</tbody>
</table>

School Grades History

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>D</td>
</tr>
<tr>
<td>2012-13</td>
<td>D</td>
</tr>
<tr>
<td>2011-12</td>
<td>C</td>
</tr>
<tr>
<td>2010-11</td>
<td>C</td>
</tr>
</tbody>
</table>

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](https://www.floridaCIMS.org).
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</table>
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

<table>
<thead>
<tr>
<th>DA Category</th>
<th>Region</th>
<th>RED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Former F</td>
<td>Turnaround Status</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>
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 1 and 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:

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Grade Level</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance below 90 percent</td>
<td>12 26 13 11 14</td>
<td>76</td>
</tr>
<tr>
<td>One or more suspensions</td>
<td>1 3 1 1 4</td>
<td>10</td>
</tr>
<tr>
<td>Course failure in ELA or Math</td>
<td>0 0 0 0 0</td>
<td></td>
</tr>
<tr>
<td>Level 1 on statewide assessment</td>
<td>0 0 0 0 0</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Grade Level</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students exhibiting two or more indicators</td>
<td>2 7 7 11 33</td>
<td>60</td>
</tr>
</tbody>
</table>

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](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:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pribble, James</td>
<td>Principal</td>
</tr>
<tr>
<td>Butler, Brenda</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Washington, Lamar</td>
<td>Other</td>
</tr>
<tr>
<td>Barnard, Stacey</td>
<td>Instructional Media</td>
</tr>
<tr>
<td>Hubble, Karen</td>
<td>Other</td>
</tr>
</tbody>
</table>

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 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)

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

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 alignment 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)

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pribble, James</td>
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<td>Butler, Brenda</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Hubble, Karen</td>
<td>Instructional Coach</td>
</tr>
</tbody>
</table>

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
---|---|---
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

<table>
<thead>
<tr>
<th>Needs Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Identification</strong></td>
</tr>
<tr>
<td><strong>Data to Support Problem Identification</strong></td>
</tr>
</tbody>
</table>
| **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.

### Targets Supported

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Annual Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMO Math - African American</td>
<td>53.0</td>
</tr>
<tr>
<td>AMO Reading - African American</td>
<td>55.0</td>
</tr>
<tr>
<td>FCAT 2.0 Science Proficiency</td>
<td>70.0</td>
</tr>
</tbody>
</table>

### Resources Available to Support the Goal

- Building excitement so students want to be successful at school

### Targeted Barriers to Achieving the Goal

- Building excitement so students want to be successful at school

### Plan to Monitor Progress Toward G1.

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

**Person Responsible**

James Pribble

**Schedule**


**Evidence of Completion**

Achievement data
G2. If students are engaged with rigorous tasks 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.

**Targets Supported**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Annual Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA/Reading Gains</td>
<td>80.0</td>
</tr>
<tr>
<td>Math Gains</td>
<td>75.0</td>
</tr>
<tr>
<td>FCAT 2.0 Science Proficiency</td>
<td>60.0</td>
</tr>
<tr>
<td>AMO Math - African American</td>
<td>53.0</td>
</tr>
<tr>
<td>AMO Reading - African American</td>
<td>55.0</td>
</tr>
</tbody>
</table>

**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 G2.**

Students are engaged with rigorous tasks and assignments.

**Person Responsible**

James Prible

**Schedule**

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

**Evidence of Completion**

Common Assessments, ELA Marzano 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.

Targets Supported

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Annual Target</th>
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<tbody>
<tr>
<td>Math Lowest 25% Gains</td>
<td>75.0</td>
</tr>
<tr>
<td>ELA/Reading Lowest 25% Gains</td>
<td>50.0</td>
</tr>
<tr>
<td>AMO Math - All Students</td>
<td>58.0</td>
</tr>
<tr>
<td>AMO Reading - All Students</td>
<td>64.0</td>
</tr>
<tr>
<td>AMO Math - African American</td>
<td>53.0</td>
</tr>
<tr>
<td>AMO Reading - African American</td>
<td>55.0</td>
</tr>
</tbody>
</table>

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 G3.

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

Person Responsible
James Pribble

Schedule

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.

<table>
<thead>
<tr>
<th>Targets Supported</th>
<th>1b</th>
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</thead>
<tbody>
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<td><strong>Indicator</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources Available to Support the Goal</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Journals</td>
<td></td>
</tr>
<tr>
<td>• Instructional Coaches</td>
<td></td>
</tr>
<tr>
<td>• Core Connections</td>
<td></td>
</tr>
<tr>
<td>• Title 1 Hourlies</td>
<td></td>
</tr>
<tr>
<td>• Professional Development</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Targeted Barriers to Achieving the Goal</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students and teachers unfamiliar with writing across the curriculum.</td>
<td></td>
</tr>
<tr>
<td>• Teachers unfamiliar with scaffolding techniques for meaningful thinking.</td>
<td></td>
</tr>
<tr>
<td>• Conferring is occurring inconsistently.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan to Monitor Progress Toward G4.</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are able to explain their thinking across all subjects.</td>
<td></td>
</tr>
</tbody>
</table>

**Person Responsible**
James Pribble

**Schedule**

**Evidence of Completion**
ELA Pre-and Post Test, Journal Rubrics, Written Response to Learning Task
If Gulfport continues to improve on its school wide welcoming environment, and outreach to its 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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Annual Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline incidents</td>
<td>-30.0</td>
</tr>
<tr>
<td>One or More Suspensions</td>
<td>2.0</td>
</tr>
<tr>
<td>Attendance Below 90%</td>
<td>3.0</td>
</tr>
</tbody>
</table>

### 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 G5.

Referral and suspension data

**Person Responsible**
Lamar Washington

**Schedule**

**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

<table>
<thead>
<tr>
<th>G = Goal</th>
<th>B = Barrier</th>
<th>S = Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = Problem Solving Step</td>
<td>S123456 = Quick Key</td>
<td></td>
</tr>
</tbody>
</table>

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.  

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

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.

Strategy Rationale

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

Action Step 1

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

Behavior and academic data of these students will be reviewed

**Person Responsible**
James Pribble

**Schedule**

**Evidence of Completion**
Behavior data and pre/post data

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

The number of students attending the clubs in a 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.

### Strategy Rationale

#### Action Step 1

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

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


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

**Person Responsible**

James Pribble

**Schedule**


**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.

**G2.B1** Staff knowledge about collaborative planning.

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

### Strategy Rationale

#### Action Step 1

Develop a collaborative planning protocol.

**Person Responsible**

Brenda Butler

**Schedule**

On 9/11/2015

**Evidence of Completion**

The Protocol

#### Action Step 2

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**

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**

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**

Teachers are engaged in collaborative planning based on the protocol.

**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

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

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

Strategy Rationale

Action Step 1

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

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

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

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**

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

**Person Responsible**
Stacey Barnard

**Schedule**

**Evidence of Completion**
Progress monitoring of teacher and classroom usage.

---

**Plan to Monitor Fidelity of Implementation of G2.B3.S1**

Records of Professional Development

**Person Responsible**
James Pribble

**Schedule**

**Evidence of Completion**
Coaches Logs, Sign In sheets, E-Learning component points.

---

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1**

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.

**Strategy Rationale**

**Action Step 1**

Clear focus on goals and scales in team planning

**Person Responsible**

James Pribble

**Schedule**


**Evidence of Completion**

Goals and scales being used by students in the classrooms

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

Walkthroughs
Team Planning notes
Lesson Plans

**Person Responsible**

James Pribble

**Schedule**


**Evidence of Completion**

Feedback notes to teams and individual teachers.
Plan to Monitor Effectiveness of Implementation of G2.B3.S2

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

**Person Responsible**
Brenda Butler

**Schedule**

**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.

**Strategy Rationale**

**Action Step 1**
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

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

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

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 aligned to the common core.
G2.B7 Technology available in the classroom

G2.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

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

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

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.

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

G3.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
Brenda Butler

Schedule
On 8/28/2015

Evidence of Completion
Plan in place and able to implement after Labor Day

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


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

**Person Responsible**
Brenda Butler

**Schedule**

**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

**Strategy Rationale**

**Action Step 1**
Teachers meet monthly to look at classroom data

**Person Responsible**
Karen Hubble

**Schedule**

**Evidence of Completion**
Data meeting notes

Person Responsible

Schedule

Evidence of Completion


Person Responsible

Schedule

Evidence of Completion

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

Strategy Rationale

Action Step 1

Staff assigned to or selecting students to mentor

Person Responsible

James Pribble

Schedule

On 8/24/2015

Evidence of Completion

Teachers assignments to students

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.


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

**Person Responsible**

James Pribble

**Schedule**


**Evidence of Completion**

Looking at student data sources
|--------------------------|---|

**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]

<table>
<thead>
<tr>
<th><strong>Strategy Rationale</strong></th>
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<th><strong>Action Step 1</strong></th>
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</table>

Person Responsible

Schedule

*Evidence of Completion*

|-----------------------------------------------------------|

Person Responsible

Schedule

*Evidence of Completion*

|----------------------------------------------------------------|

Person Responsible

Schedule

*Evidence of Completion*
Students able to understand exactly what they know and where they need to get to. Taking charge of their own learning

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

**Strategy Rationale**

**Action Step 1**

Hiring of 7 Hourlies

**Person Responsible**
Karen Hubble

**Schedule**
On 8/24/2015

*Evidence of Completion*
All 7 hourlies on board

**Action Step 2**

Developing learning goals based completely on the Florida standards

**Person Responsible**
James Pribble

**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**
James Pribble

**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 G3.B3.S1

Instructional walkthroughs focusing on Goals and Scales

**Person Responsible**
James Pribble

**Schedule**

**Evidence of Completion**
Goals and scales evident in classrooms

Plan to Monitor Effectiveness of Implementation of G3.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**
James Pribble

**Schedule**

**Evidence of Completion**
Increased level of performance among targeted population. Increased level of performance school wide.

**Strategy Rationale**

**Action Step 1**

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**

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**

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.

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.

**G3.B4.S3** Extended Learning Science Clubs and STEM project.

**Strategy Rationale**

**Action Step 1**

Select students for STEM Extended Learning project.

**Person Responsible**

Stacey Barnard

**Schedule**

On 9/11/2015

**Evidence of Completion**

Students selected
### Action Step 2

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

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

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.

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

**Person Responsible**
Brenda Butler

**Schedule**

**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.

**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.

**Strategy Rationale**

**Action Step 1**
Coach teachers in use of journaling across the curriculum.

**Person Responsible**
Brenda Butler

**Schedule**

**Evidence of Completion**
Classroom teachers using journaling in the classrooms.
Help teachers develop rubrics for acceptable journaling.

**Person Responsible**
Brenda Butler

**Schedule**

**Evidence of Completion**
Teachers and students using rubrics in their classrooms with journaling.


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

**Person Responsible**
James Pribble

**Schedule**

**Evidence of Completion**
Student work analysis


Students and teachers are familiar with writing across the curriculum.

**Person Responsible**
Brenda Butler

**Schedule**

**Evidence of Completion**
Journal Writing Student Work


**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**

- **Evidence of Completion**
  - Walkthrough Data and Student Data

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

Classroom walkthroughs and team planning

- **Person Responsible**
  - James Pribble

- **Schedule**

- **Evidence of Completion**
  - Classroom walkthrough data from Marzano based on Goals and scales

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.  

**G4.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**
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

Records of teachers engaging in professional development.

Person Responsible
James Pribble

Schedule

Evidence of Completion
Coaches Logs, Teacher Anecdotal Notes in Journals,

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

Teachers have engaged in conferring consistently.

Person Responsible
Brenda Butler

Schedule

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.

<table>
<thead>
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<tbody>
<tr>
<td><strong>Action Step 1</strong></td>
</tr>
</tbody>
</table>

Monitor Science notebooking using rubrics and success criteria.

**Person Responsible**
Brenda Butler

**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 G4.B5.S4

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

**Person Responsible**
Brenda Butler

**Schedule**

**Evidence of Completion**
Walk through and feedback data.
Plan to Monitor Effectiveness of Implementation of G4.B5.S4

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

**Person Responsible**
Brenda Butler

**Schedule**

**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%.

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.

**Strategy Rationale**

**Action Step 1**

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

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

Walkthroughs

**Person Responsible**
James Pribble

**Schedule**

**Evidence of Completion**
Data collected and feedback given to the school.


**Strategy Rationale**

**Action Step 1**
Collect behavioral data on individual classrooms.

**Person Responsible**
Lamar Washington

**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**
James Pribble

**Schedule**

**Evidence of Completion**
SBLT notes


Feedback notes from behavior coach
Walkthroughs of classrooms in question

**Person Responsible**
James Pribble

**Schedule**

**Evidence of Completion**
Strategies from coaching feedback being implemented in the classroom.


Walkthroughs
Engagement data
Referral data

**Person Responsible**
Lamar Washington

**Schedule**

**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.

<table>
<thead>
<tr>
<th>Source</th>
<th>Task, Action Step or Monitoring Activity</th>
<th>Who</th>
<th>Start Date (where applicable)</th>
<th>Deliverable or Evidence of Completion</th>
<th>Due Date/End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>G2.B3.S3.A1</td>
<td>Use the Common core standards to develop assessments that get to level 3 on the Marzano scale.</td>
<td>Barnard, Stacey</td>
<td>9/8/2015</td>
<td>Assessments designed and in use across the grade level.</td>
<td>5/31/2016 biweekly</td>
</tr>
<tr>
<td>G2.B7.S1.A1</td>
<td>Making sure we have the correct number of computers in each classroom</td>
<td>Barnard, Stacey</td>
<td>8/13/2015</td>
<td>The actual number of working computers in each classroom</td>
<td>5/31/2016 quarterly</td>
</tr>
<tr>
<td>G3.B3.S2.A1</td>
<td>Hiring of all 7 hourlies</td>
<td>Hubble, Karen</td>
<td>8/13/2015</td>
<td>All 7 hourlies have been selected and paperwork processed</td>
<td>8/24/2015 one-time</td>
</tr>
<tr>
<td>G3.B1.S3.A1</td>
<td>Staff assigned to or selecting students to mentor</td>
<td>Pribble, James</td>
<td>8/24/2015</td>
<td>Teachers assignments to students</td>
<td>8/24/2015 one-time</td>
</tr>
<tr>
<td>G1.B1.S1.A1</td>
<td>Students will be identified and invited to join these extra curricular clubs</td>
<td>Pribble, James</td>
<td>9/8/2015</td>
<td>Students enrolled in clubs</td>
<td>5/2/2016 monthly</td>
</tr>
<tr>
<td>G1.B1.S2.A1</td>
<td>Data will be used to determine each student's beginning academic level</td>
<td>Hubble, Karen</td>
<td>8/26/2015</td>
<td>Data from performance matters and original placement tests from I-ready, I station, running records</td>
<td>6/3/2016 daily</td>
</tr>
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</tr>
<tr>
<td>G3.B4.S3.A2</td>
<td>Work with Extended Learning STEM students 90 minutes a week.</td>
<td>Butler, Brenda</td>
<td>9/21/2015</td>
<td>Program is full to capacity and students are actively engaged.</td>
<td>6/3/2016 weekly</td>
</tr>
<tr>
<td>G2.B1.S1.A4</td>
<td>Build at least 80 minute team planning into schedule once every 6 days at the end of the day.</td>
<td>Pribble, James</td>
<td>8/21/2015</td>
<td>Master Schedule and team planning notes</td>
<td>6/3/2016 daily</td>
</tr>
<tr>
<td>G1.B1.S1.MA1</td>
<td>The number of students attending the clubs in a consistent basis</td>
<td>Pribble, James</td>
<td>9/25/2015</td>
<td>Attendance data</td>
<td>9/25/2015 monthly</td>
</tr>
<tr>
<td>G1.B1.S1.MA1</td>
<td>Behavior and academic data of these students will be reviewed</td>
<td>Pribble, James</td>
<td>9/25/2015</td>
<td>Behavior data and pre/post data</td>
<td>6/3/2016 monthly</td>
</tr>
<tr>
<td>G1.B1.S2.MA1</td>
<td>We will look at post test data and growth in Running Record data, I-ready and I station</td>
<td>Pribble, James</td>
<td>9/25/2015</td>
<td>Student achievement data in all subject areas.</td>
<td>6/3/2016 monthly</td>
</tr>
<tr>
<td>G1.B1.S2.MA1</td>
<td>Students placed in appropriate groups with the appropriate interventions and enrichments</td>
<td>Hubble, Karen</td>
<td>8/31/2015</td>
<td>List of groups with interventions and enrichments in each classroom</td>
<td>6/3/2016 monthly</td>
</tr>
<tr>
<td>G2.MA1</td>
<td>Students are engaged with rigorous tasks and assignments.</td>
<td>Pribble, James</td>
<td>8/24/2015</td>
<td>Common Assessments, ELA, Marzano Pre-Test, ELA Post-Test, Classroom Walkthrough data</td>
<td>6/3/2016 daily</td>
</tr>
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<tr>
<td>G2.B7.S1.MA1</td>
<td>Follow up to make sure computers are working and being utilized.</td>
<td>Barnard, Stacey</td>
<td>9/8/2015</td>
<td>Number of computers being used in classrooms. Walkthroughs and monitoring checks</td>
<td>5/31/2016 quarterly</td>
</tr>
<tr>
<td>G2.B3.S3.MA1</td>
<td>Analyze data of unit assessments and compare to district common assessments, florida achieves and FSA results.</td>
<td>Butler, Brenda</td>
<td>9/8/2015</td>
<td>Performance on unit assessments will match performance on other assessments aligned to the common core.</td>
<td>5/31/2016 monthly</td>
</tr>
<tr>
<td>G2.B3.S3.MA1</td>
<td>Data feedback from grade level teams Walkthroughs Assessment reviews</td>
<td>Butler, Brenda</td>
<td>9/8/2015</td>
<td>Student data from assessments readily available.</td>
<td>5/31/2016 monthly</td>
</tr>
<tr>
<td>G3.B1.S1.MA1</td>
<td>Common Assessments, Running records, I-Ready, ST Math, Grade 3 portfolios, I station</td>
<td>Butler, Brenda</td>
<td>9/25/2015</td>
<td>Data collection to see if level of proficiency is increasing.</td>
<td>6/3/2016 monthly</td>
</tr>
<tr>
<td>G3.B3.S2.MA1</td>
<td>Looking at multiple sources of data and monitoring student growth. Walk through documentation and feedback to teachers will be utilized as well.</td>
<td></td>
<td></td>
<td>Performance data increases for targeted students working with hourlies.</td>
<td>one-time</td>
</tr>
<tr>
<td>G3.B3.S2.MA1</td>
<td>Are the hourlies hired and a schedule created and being followed</td>
<td></td>
<td></td>
<td>Are schedules in place by the deadline and have groups been implemented.</td>
<td>one-time</td>
</tr>
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<tr>
<td>G4.B2.S1.MA1</td>
<td>Pre-Post Subject area test. Does it match where students believe they are along the scale.</td>
<td>Butler, Brenda</td>
<td>9/25/2015</td>
<td>Data from Pre and Post tests as well as data from student surveys.</td>
<td>6/3/2016 every-6-weeks</td>
</tr>
<tr>
<td>G5.MA1</td>
<td>Referral and suspension data</td>
<td>Washington, Lamar</td>
<td>9/25/2015</td>
<td>SBLT notes with number of referrals and suspensions decreasing for each subgroup.</td>
<td>6/3/2016 monthly</td>
</tr>
<tr>
<td>G5.B1.S1.MA1</td>
<td>Behavior Walkthroughs</td>
<td>Washington, Lamar</td>
<td>9/14/2015</td>
<td>Walkthrough data and feedback given to teachers.</td>
<td>6/1/2016 every-6-weeks</td>
</tr>
</tbody>
</table>

**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 Opportunities

*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**

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
**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**

**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**
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

PD Opportunity 2
Help teachers develop rubrics for acceptable journaling.

Facilitator
Brenda Butler, Neala Jackson, James Pribble

Participants
Classroom teachers

Schedule
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

PD Opportunity 1

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

Facilitator
Behavior coach

Participants
SBLT Behavior coach

Schedule

Budget