

Pinellas County Schools

# Gulfport Montessori Elementary School



2018-19 School Improvement Plan

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## Gulfport Montessori Elementary School

2014 52ND ST S, Gulfport, FL 33707

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2017-18 Title I School</b>	<b>2017-18 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2017-18 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	77%

### School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	C	D	D*

### School Board Approval

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

### SIP Authority

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement

The mission of Gulfport Montessori Elementary is to provide a safe learning environment conducive to various learning styles so students achieve their highest level, resulting in adequate yearly progress.

#### Provide the school's vision statement

100% student success.

### School Leadership Team

#### Membership

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

Name	Title
Hathaway, Jessley	Principal
Washington, Lamar	Other
Jackson, Neala	Assistant Principal
Bushery, Jesstina	Instructional Coach
Kopnitsky, Kimberly	Instructional Coach

#### Duties

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

The role of the SLT is to facilitate the development of the School Improvement Plan. We also:

- Monitors, assesses and amends the School Improvement Plan
- Advances policies and procedures that enhance achievement and meet educational, safety and parent involvement goals
- Facilitate communication within the professional learning community
- Builds the capacity of the school to address parent and staff concerns
- Builds the capacity of the school to improve in the following areas:

High Academic Achievement

Effective Educators

Adequate Resources and Facilities

Safe Schools

### Early Warning Systems

#### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	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
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected**

Monday 7/16/2018

**Prior Year - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	12	26	13	11	14	0	0	0	0	0	0	0	76
One or more suspensions	0	1	3	1	1	4	0	0	0	0	0	0	0	10
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	34	52	49	0	0	0	0	0	0	0	135

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	2	7	7	11	33	0	0	0	0	0	0	0	60

**Prior Year - Updated**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	12	26	13	11	14	0	0	0	0	0	0	0	76
One or more suspensions	0	1	3	1	1	4	0	0	0	0	0	0	0	10
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	34	52	49	0	0	0	0	0	0	0	135

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	2	7	7	11	33	0	0	0	0	0	0	0	60

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

ELA L25%. We decreased 23% points from 51% 28%. This is not a trend.

**Which data component showed the greatest decline from prior year?**

ELA L25%. 51% decreased to 28%.

**Which data component had the biggest gap when compared to the state average?**

ELA L25%. We have a 20% gap compared to the state. 28% vs. 48%.

**Which data component showed the most improvement? Is this a trend?**

Science. We improved 11% points. 28% to 39%.

**Describe the actions or changes that led to the improvement in this area**

New teachers to the grade level along with a commitment to professional development focusing on standards and hands-on activities for all students. This includes reflective journal writing as well.

### School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	31%	50%	56%	34%	53%	55%
ELA Learning Gains	37%	47%	55%	45%	53%	57%
ELA Lowest 25th Percentile	28%	40%	48%	51%	47%	52%
Math Achievement	38%	61%	62%	39%	62%	61%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Learning Gains	46%	56%	59%	51%	61%	61%
Math Lowest 25th Percentile	43%	42%	47%	54%	48%	51%
Science Achievement	39%	57%	55%	28%	53%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0 (0)	0 (12)	0 (26)	0 (13)	0 (11)	0 (14)	0 (76)
One or more suspensions	0 (0)	0 (1)	0 (3)	0 (1)	0 (1)	0 (4)	0 (10)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (34)	0 (52)	0 (49)	0 (135)

### Grade Level Data

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

### Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	59	53		60	59		65				
BLK	18	28	29	30	42	41	16				
HSP	58	53		46	47		45				
SWD		13	17	5	13	25	18				
FRL	27	34	30	35	45	44	28				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	64	63	55	58	65		64				
BLK	18	34	45	28	41	43	15				
HSP	39	63		44	69						
SWD	13	48	53	37	67	69	8				
FRL	27	40	51	31	47	55	19				

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

**Areas of Focus:**



**Activity #1**

**Title** ELA Proficiency

**Rationale** Engaging students in rigorous tasks and assignments across all grade levels, and aligning those tasks to Florida core state standards, will allow students to show growth in all areas. Students in third, fourth, and fifth will be above Level 3 on state assessments.

**Intended Outcome** Increase our proficiency in this area by 10% and score 41% overall.

**Point Person** Kimberly Kopnitsky (kopnitskyk@pcsb.org)

**Action Step**

We will focus on staff knowledge revolving around collaborative planning and understanding state standards. Instructional staff will share common planning time and coaches will focus their planning entirely around unpacking the state standards.

Effective reading skills are crucial if students are to achieve the goals established by the Florida Standards. Reaching the higher-level knowledge and skills called for by new, more rigorous standards is fundamental if students are to become college and career ready.

i-Ready offers one assessment system that efficiently meets these, and many additional needs. Within that system are two kinds of assessment tools: a Diagnostic that provides a global view of K–12 skills, and a Standards Mastery measure that maps to a district’s scope and sequence. This two-pronged approach provides districts with both a grade-agnostic view into whether students are on track to reach proficiency and meet annual growth goals, and a grade-level view of how well students have learned recently taught content.

i-Ready Diagnostic results point to a combination of online instruction, downloadable teacher-led lessons unique to each student’s assessment result, and to on-grade level instruction within Ready®. Results from the diagnostic create easy-to-understand, individualized instructional plans that differentiate instruction and support blended learning.

**Description**

**Ambitious Instruction and Learning**

Throughout the year, coaches help take action and monitor progress on those priorities. Establishing structures for collaboration and support ANet coaches will help us create structures that will advance our priorities and support strong teaching and learning cycles, including an instructional leadership team to drive the work; regular time for teachers to collaboratively plan from standards and analyze data and/ or scholar work; routines to give teachers high-quality feedback; and time reserved for meaningful leader reflection and preparation. Building content knowledge through planning and analysis.

With each teaching and learning cycle, teachers deepen their content knowledge and hone their skills at planning, analysis, and instructional delivery. With support from your coach, teachers develop increasing skill and independence by facilitating this work. We will dive into the shifts, using sample assessment items to guide instruction, integrating close reading/text-dependent questions/rigorous tasks into instruction, and standards-based learning walks.

**Instructional Programs and Strategies**

Each series of professional learning opportunities has a specific set of outcomes. Learning walks and/or artifact review will allow facilitators to support participants’ understanding and

support of implementation.

**Resources**

**Standards-Aligned Planning and Instructional Tools & Professional Learning**

We will have access to ANet’s online platform, myANet, that provides easy-to-understand data and instructional resources in math and ELA, including access to “quiz tool”. We will be able to create customized quizzes at the individual scholar level, at the classroom level, and/or with customized subgroups of scholars and have direct control over the items you add to customize quizzes. These resources enable teachers to plan and monitor rigorous, standards-aligned lessons and adjust instruction based on understanding. Use of these resources, as well as the development of a deep understanding of standards and best practices for leadership and instruction, will be supported through regular professional development convening throughout the school year.

**Person Responsible** Kimberly Kopnitsky (kopnitskyk@pcsb.org)

**Plan to Monitor Effectiveness**

**Description** We will use biweekly assessments, I-Ready, MAP testing, A-Net and student data folders and classroom walkthrough data to monitor the effectiveness of our instruction and target specific areas of need as necessary.

**Person Responsible** Jessley Hathaway (hathawayj@pcsb.org)

**Activity #2**

**Title** ELA Learning Gains and L25

**Rationale** By identifying students' levels of performance in all ELA, we will target academic interventions and strategies which will improve the growth percentile rank of our lowest performing students.

**Intended Outcome** We will increase our learning gains among L25 students in ELA by a minimum of 30%.

**Point Person** Neala Jackson (jacksonne@pcsb.org)

**Action Step**

**Description** Teachers will participate in weekly, extended planning time that is facilitated by our coaches, focusing on state standards. Students will understand where they need to be based according to their MAP target goal and their biweekly assessments.

**Person Responsible** Neala Jackson (jacksonne@pcsb.org)

**Plan to Monitor Effectiveness**

**Description** We will used biweekly assessments, running records, IStation, student data folders, and MAP testing to determine if our students are meeting their target goals.

**Person Responsible** Jessley Hathaway (hathawayj@pcsb.org)

### Activity #3

**Title** Math Proficiency

**Rationale** Engaging students in rigorous tasks and assignments across all grade levels, and aligning those tasks to Florida core state standards, will allow students to show growth in all areas. Students in third, fourth, and fifth will be above Level 3 on state assessments.

**Intended Outcome** Increase our proficiency in this area by 12% and score 50% overall.

**Point Person** Neala Jackson (jacksonne@pcsb.org)

### Action Step

We will focus on staff knowledge revolving around collaborative planning and understanding state standards. Instructional staff will share common planning time and coaches will focus their planning entirely around unpacking the state standards.

Effective reading and mathematics skills are crucial if students are to achieve the goals established by the Florida Standards and other standards for college and career readiness. Reaching the higher-level knowledge and skills called for by new, more rigorous standards is fundamental if students are to become college and career ready.

**Description** i-Ready offers one assessment system that efficiently meets these, and many additional needs. Within that system are two kinds of assessment tools: a Diagnostic that provides a global view of K–12 skills, and a Standards Mastery measure that maps to a district’s scope and sequence. This two-pronged approach provides districts with both a grade-agnostic view into whether students are on track to reach proficiency and meet annual growth goals, and a grade-level view of how well students have learned recently taught content.

i-Ready Diagnostic results point to a combination of online instruction, downloadable teacher-led lessons unique to each student’s assessment result, and to on-grade level instruction within Ready®. Results from the diagnostic create easy-to-understand, individualized instructional plans that differentiate instruction and support blended learning.

**Person Responsible** Neala Jackson (jacksonne@pcsb.org)

### Plan to Monitor Effectiveness

**Description** We will use biweekly assessments, I-Ready, MAP testing, student data folders and classroom walkthrough data to monitor the effectiveness of our instruction and target specific areas of need as necessary.

**Person Responsible** Jessley Hathaway (hathawayj@pcsb.org)

<b>Activity #4</b>	
<b>Title</b>	Math Learning Gains and L25
<b>Rationale</b>	By identifying students' levels of performance in Math, we will target academic interventions and strategies which will improve the growth percentile rank of our lowest performing students.
<b>Intended Outcome</b>	We will increase our learning gains among L25 students in Math by a minimum of 17%.
<b>Point Person</b>	Neala Jackson (jacksonne@pcsb.org)
<b>Action Step</b>	
<b>Description</b>	Teachers will participate in weekly, extended planning time that is facilitated by our coaches, focusing on state standards. Students will understand where they need to be based according to their MAP target goal and their biweekly assessments.
<b>Person Responsible</b>	Neala Jackson (jacksonne@pcsb.org)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	We will use biweekly assessments, running records, ST Math progress, student data folders, and MAP testing to determine if our students are meeting their target goals.
<b>Person Responsible</b>	Jessley Hathaway (hathawayj@pcsb.org)
<b>Activity #5</b>	
<b>Title</b>	Narrowing the gap between black and non-black students
<b>Rationale</b>	We will place an instructional and extra curricular focus on our African American students so that achievement on state achievement tests will increase.
<b>Intended Outcome</b>	We intend to increase scores by at least 20% over 17-18 achievement levels, resulting in narrowing the gap between black and non-black students.
<b>Point Person</b>	Lamar Washington (washingtonla@pcsb.org)
<b>Action Step</b>	
<b>Description</b>	We will increase academic engagement among our African-American students during our extended learning time before and after school. This will include after school tutoring focused on standards based learning and enrichment activities. (STEM, Math Club, Chess Club, Healthy Lifestyle, Chorus, Drumming)
<b>Person Responsible</b>	Jesstina Bushery (busheryj@pcsb.org)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	We will use biweekly assessments, running records, IStation, ST Math, I-Ready, student data folders, and MAP testing to determine if our students are meeting their target goals.
<b>Person Responsible</b>	Jessley Hathaway (hathawayj@pcsb.org)

**Activity #6**

**Title** Healthy Schools

**Rationale** Develop and sustain a healthy, respectful, caring and safe learning environment for students, staff, and community members.

**Intended Outcome** We will engage in wellness efforts through the Alliance for Healthier Generation Schools Program.

**Point Person** Neala Jackson (jacksonne@pcsb.org)

**Action Step**

**Description** We will increase the number of eligible assessment modules throughout the year and complete action plans for the Alliance for a Healthier Generation, Healthy School Program.

**Person Responsible** Neala Jackson (jacksonne@pcsb.org)

**Plan to Monitor Effectiveness**

**Description** Our assistant principal, cafeteria manager, physical education department, employee wellness champion, and district wellness consultant will work together to monitor assessments and promote our healthy schools program.

**Person Responsible** Jessley Hathaway (hathawayj@pcsb.org)

**Activity #7**

**Title** Science Proficiency

**Rationale** Students will use evidence to explain their reasoning and thinking across all subject areas with a strong focus on science.

**Intended Outcome** Our science scores will improve 10% during the 18/19 school year, to a 49% proficiency rate.

**Point Person** Neala Jackson (jacksonne@pcsb.org)

**Action Step**

**Description** Using journals, SLAGs, instructional coaches, professional development, science journals and written response logs, our science scores will improve 10% over 17/18 scores.

**Person Responsible** Neala Jackson (jacksonne@pcsb.org)

**Plan to Monitor Effectiveness**

**Description** We will use district created pre and post tests, journal rubrics, SLAGs, and MAP testing to drive our standards based instruction.

**Person Responsible** Jessley Hathaway (hathawayj@pcsb.org)

**Part IV: Title I Requirements**

### **Additional Title I Requirements**

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

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

See Parent Involvement Plan

#### **PFEP Link**

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

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

Mentoring, Guidance, Social Worker, School Psychologist available for families.

#### **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.

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

#### **Describe the 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.

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

**Part V: Budget**

<b>Total:</b>	<b>\$279,775.00</b>
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