

Pinellas County Schools

# Gulfport Montessori Elementary School



2017-18 School Improvement Plan

## 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>2016-17 Title I School</b>	<b>2016-17 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>2016-17 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	D*	D

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### 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 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>.

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## 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Gulfport Montessori Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest - <a href="#">Julio Valle</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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.

##### b. Provide the school's vision statement

100% student success.

#### 2. School Environment

##### a. 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.

##### b. 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, and positive rewards for success. Any concern is addressed quickly.

##### c. 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

School wide Positive behavior system for the 98% of our students doing exactly what we need them to do each day.

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.

We also have a restorative practice plan in place.

##### d. 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.

#### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

##### a. 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 FSA 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

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

**1. 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

**c. 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(s) in Reading or Math
- Extended Learning Program
- Enrichment Clubs
- Child Study Team

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

**1. 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**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP Link**

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

**2. Description**

See Parent Involvement Plan

**2. 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 in our partnership.

Our students take field trips to community locations.

We invite community leaders to speak with our staff and students on a regular basis.

We allow the community to use our school for various events.

The principal is involved in community events and reaches out to any and all potential business/ community partners.

**C. Effective Leadership**

**1. School Leadership Team**

**a. 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

**b. Duties**

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

Administration (Jessley Hathaway, Neala Jackson), Instructional coaches (Kimberly Johns, Erin Macking), Academic MTSS Coach (Jesstina Bushery) Behavior MTSS Coach (Lamar Washington), School Psychologist (Rachel Manzione), Social Worker (Janna Bailey), Educational Diagnostician (Diane Koplar), Guidance Counselor (Barbara Santiago-Fetch), Grade Level Teachers, Magnet Coordinator (Annette Anthony).

**2. 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.

## 2. School Advisory Council (SAC)

### a. Membership

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

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

### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

Our SAC has looked at the strategies we had in place last year and decided to continue with the success we had in using our processes to ensure effective processes at the school. SAC has also looked at additional strategies for the new school year to improve upon the strategies from last year.

*b. Development of this school improvement plan*

School wide Data (Behavior and Academic) shared with SAC during monthly meetings. From those key points we use feedback from our families and stakeholders to align our strategies and processes.

*c. Preparation of the school's annual budget and plan*

Surveyed teachers and parents for the best use of Title 1 funds and made suggestions on where the money could best be spent in order to improve student results.

**2. 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. \$1000.

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

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

### 3. Literacy Leadership Team (LLT)

#### a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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

## b. Duties

### 1. Describe how the LLT or similar group promotes literacy within the school, if applicable

Support for school wide ELA success

Jessley Hathaway (Principal) - Provide timely informal and formal feedback for instructional staff members in ELA

Neala Jackson (Assistant Principal) - Provide timely informal and formal feedback for instructional staff members in ELA, facilitate PLCs

Jesstina Bushery (MTSS Coach) - Provide Tier 1/2/3 support in the are of guided reading

Kimberly Kopnitsky (Reading Coach) - Support for instructional skills to improve reading comprehension, Support for implementation of Florida Core State Standards for Literacy across all subject areas

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

### 1. 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

All meetings begin with sharing positives

Common planning time for all teams

Through general operating funds we purchased planbook.com for every teacher, coach, and administrator

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

Jessley Hathaway (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 (mentor and mentee) also attend a monthly meeting to help move development forward. Team planning and team meetings are a critical part of building and supporting teachers.

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

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. Grade level assignments are determined and shifted based on student, along with teacher and administrator input.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

## a. Instructional Programs

### **1. 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 goals that students are striving to master. These lessons are monitored by administration and instructional coaches. Teachers are provided feedback along with coaching support.

## b. Instructional Strategies

### **1. 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 regularly examined to improve instruction. Data is looked at to determine various supports given to individual students.

### **2. 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

iStation, Jan Richardson Guided Reading Model, Literacy Footprints, ST Math, I-Ready Reading and Math program, small group instruction based on student need.

#### **Strategy Rationale**

Allowing students an hour of small group instruction so the individual needs of the students can be met.

#### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

#### **Person(s) responsible for monitoring implementation of the strategy**

Hathaway, Jessley, hathawayj@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.  
iStation  
ST Math  
Running Records  
I-Ready data

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

**1. 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.

**b. College and Career Readiness**

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

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

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

**4. 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**

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

### A. Problem Identification

**1. Data to Support Problem Identification**

**b. 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:

*No files were uploaded*

**2. 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.

### B. 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.

## C. Strategic Goals

## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** By developing and sustaining a healthy, respectful, caring and safe learning environment for students and staff and community members we will engage in wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working towards Bronze Level Recognition becoming eligible in 4 out of 6 Assessment Modules
- G2.** 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 2016-2017 achievement levels, resulting in a narrowing of the gap between black and non-black students.
- G3.** 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 grades will be above Level 3 on state assessments.
- G4.** By identifying students' present levels of performance in all academic subject areas, we will target academic interventions and strategies which will improve the growth percentile rank of our lowest performing students.
- G5.** Students will use evidence to explain their reasoning and thinking across all subject areas.
- G6.** Gulfport will improve on its school wide welcoming environment and outreach to its stakeholders. 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

**G1.** By developing and sustaining a healthy, respectful, caring and safe learning environment for students and staff and community members we will engage in wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working towards Bronze Level Recognition becoming eligible in 4 out of 6 Assessment Modules **1a**

G089980

**Targets Supported** **1b**

Indicator	Annual Target
School Climate Survey - Staff	40.0

**Targeted Barriers to Achieving the Goal** **3**

- Lack of staff participation to complete assessment modules and develop an action plan for improvement.

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Administrator Café Manager Physical Education Teacher/ Health Teacher/Classroom Teacher, Employee Wellness Champion, District PCS Wellness Consultant

**Plan to Monitor Progress Toward G1.** **8**

Assessments for the Alliance for a Healthier Generation, Healthy School Program.

**Person Responsible**

Jessley Hathaway

**Schedule**

On 5/24/2018

**Evidence of Completion**

Increased number of eligible assessment modules and completion action plans for the Alliance for a Healthier Generation, Healthy School Program.



**G2.** 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 2016-2017 achievement levels, resulting in a narrowing of the gap between black and non-black students.

1a

G089981

**Targets Supported** 1b

Indicator	Annual Target
FSA Math Achievement - Black/African American	60.0
FSA ELA Achievement - Black/African American	62.0
Statewide Science Assessment Achievement	50.0

**Targeted Barriers to Achieving the Goal** 3

- Building excitement into academic programs so students are vested in our school community.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Extended Learning and After School Enrichment Programs

**Plan to Monitor Progress Toward G2.** 8

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

**Person Responsible**

Jessley Hathaway

**Schedule**

Monthly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Achievement data

**G3.** 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 grades will be above Level 3 on state assessments. 1a

G089983

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	80.0
Math Gains	75.0
FCAT 2.0 Science Proficiency	60.0
FSA Math Achievement - Black/African American	60.0
FSA ELA Achievement - Black/African American	62.0

**Targeted Barriers to Achieving the Goal** 3

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

**Resources Available to Help Reduce or Eliminate the Barriers** 2

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

**Plan to Monitor Progress Toward G3.** 8

Students are engaged with rigorous tasks and assignments.

**Person Responsible**

Jessley Hathaway

**Schedule**

Daily, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

MAP Testing, ELA and Math Formative Assessments, Classroom Walkthrough data

**G4.** By identifying students' present levels of performance in all academic subject areas, we will target academic interventions and strategies which will improve the growth percentile rank of our lowest performing students. 1a

G089984

**Targets Supported** 1b

Indicator	Annual Target
Math Lowest 25% Gains	75.0
ELA/Reading Lowest 25% Gains	50.0
FSA Math Achievement - Black/African American	60.0
FSA ELA Achievement - Black/African American	60.0

**Targeted Barriers to Achieving the Goal** 3

- Enough teachers participating in extended time for planning, breaking down data and Extended Learning
- Parent Involvement.
- Students understand where they need to be according to their MAP target goal.
- Students in same classrooms and grade levels at a variety of different reading levels and needs.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Jan Richardson Guided Reading level of understanding
- Title 1 Hourly Teachers
- Promise Time
- Extended Learning Program

**Plan to Monitor Progress Toward G4.** 8

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

**Person Responsible**

Neala Jackson

**Schedule**

Monthly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Data collection

**G5. Students will use evidence to explain their reasoning and thinking across all subject areas.** 1a

G089985

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	80.0
Math Gains	75.0
FCAT 2.0 Science Proficiency	60.0
FSA Math Achievement - Black/African American	60.0
FSA ELA Achievement - Black/African American	62.0

**Targeted Barriers to Achieving the Goal** 3

- Students and teachers unfamiliar with writing across the curriculum.
- Conferencing is occurring inconsistently.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Journals
- Instructional Coaches
- Core Connections
- Title 1 Hourly Teachers
- Professional Development

**Plan to Monitor Progress Toward G5.** 8

Students are able to explain their thinking across all subjects.

**Person Responsible**

Jessley Hathaway

**Schedule**

Daily, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

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

**G6.** Gulfport will improve on its school wide welcoming environment and outreach to its stakeholders. The percentage of referrals and suspensions will decrease by 30% and students attending less than 90% will also decrease by 30%. 1a

G089986

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	125.0
One or More Suspensions	-10.0
Attendance Below 90%	10.0

**Targeted Barriers to Achieving the Goal** 3

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

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Behavior Coach
- Champs
- Foundations
- Positive Behavior system

**Plan to Monitor Progress Toward G6.** 8

Referral and suspension data

**Person Responsible**

Lamar Washington

**Schedule**

Monthly, from 8/24/2017 to 5/24/2018

**Evidence of Completion**

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

## Action Plan for Improvement

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

### Problem Solving Key


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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** By developing and sustaining a healthy, respectful, caring and safe learning environment for students and staff and community members we will engage in wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working towards Bronze Level Recognition becoming eligible in 4 out of 6 Assessment Modules **1**

 G089980

**G1.B1** Lack of staff participation to complete assessment modules and develop an action plan for improvement. **2**

 B240013

**G1.B1.S1** By developing and sustaining a healthy, respectful, caring and safe learning environment for students and staff and community members we will engage in wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working towards Bronze Level Recognition becoming eligible in 4 out of 6 Assessment Modules. **4**

 S252959

### Strategy Rationale

We need healthy students, staff and community. Healthy students = happy students.

### Action Step 1 **5**

The Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s)

#### Person Responsible

Jessley Hathaway

#### Schedule

On 5/24/2018

#### Evidence of Completion

Increased number of eligible assessment modules and completion action plans for the Alliance for a Healthier Generation, Healthy School Program.

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

The Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s)

**Person Responsible**

Jessley Hathaway

**Schedule**

On 5/24/2018

***Evidence of Completion***

Increased number of eligible assessment modules and completion action plans for the Alliance for a Healthier Generation, Healthy School Program.

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

End of year assessment of our overall goal.

**Person Responsible**

Jessley Hathaway

**Schedule**

Annually, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Increased number of eligible assessment modules and completion action plans for the Alliance for a Healthier Generation, Healthy School Program.

**G2.** 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 2016-2017 achievement levels, resulting in a narrowing of the gap between black and non-black students. 1

G089981

**G2.B1** Building excitement into academic programs so students are vested in our school community. 2

B240014

**G2.B1.S1** Extracurricular activities such as football club, dance club, cheerleading club, and Girls on the run. These will be tied into our tutoring program. 4

S252960

### Strategy Rationale

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

### Action Step 1 5

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

#### Person Responsible

Jessley Hathaway

#### Schedule

Monthly, from 8/10/2017 to 5/24/2018

#### Evidence of Completion

Students enrolled in clubs and I-Ready data.

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

Behavior and academic data of these students will be reviewed monthly

#### Person Responsible

Jessley Hathaway

#### Schedule

Monthly, from 8/10/2017 to 5/24/2018

#### Evidence of Completion

Behavior data and pre/post data



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

The number of students attending the clubs on a consistent basis

**Person Responsible**

Jessley Hathaway


**Schedule**

Monthly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Attendance data

**G2.B1.S2** Small group instruction based on instructing the student where they are academically and moving them forward to where they need to be. 4

 S252962

**Strategy Rationale**

Students will make learning gains if we teach them at their instructional level.

**Action Step 1** 5

Teachers use data to plan differentiation, intervention, and scaffold instruction to increase student achievement.

**Person Responsible**

Jessley Hathaway

**Schedule**

Monthly, from 8/10/2017 to 5/24/2018

**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 G2.B1.S2** 6

Students placed in leveled groups with the appropriate interventions and enrichments

**Person Responsible**

Jessley Hathaway

**Schedule**

Monthly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

List of groups with interventions and enrichments in each classroom

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

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

**Person Responsible**

Jessley Hathaway

**Schedule**

Monthly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Student achievement data in all subject areas.

**G3.** 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 grades will be above Level 3 on state assessments. 1

G089983

**G3.B1** Staff knowledge about collaborative planning. 2

B240017

**G3.B1.S1** Teachers will participate in collaborative planning using planbook.com. 4

S252964

### Strategy Rationale

Common planning will allow teams to align all grade level assignments to the standards.

### Action Step 1 5

Guiding Teachers through facilitated collaborative planning.

#### Person Responsible

Jessley Hathaway

#### Schedule

Weekly, from 8/1/2017 to 5/24/2018

#### Evidence of Completion

Reflection Journal, Coaching Logs, Completed Lesson Plans

### Action Step 2 5

Teachers engage in collaborative planning.

#### Person Responsible

Jessley Hathaway

#### Schedule

Weekly, from 8/10/2017 to 5/24/2018

#### Evidence of Completion

Lesson Plans, Reflection Journal, Surveys

**Action Step 3** 5

Build at least 45 minutes team planning into schedule every day.

**Person Responsible**

Jessley Hathaway

**Schedule**

Daily, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Master Schedule and team planning notes

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

Teachers are engaged in collaborative planning based on the lesson plans in planbook.com

**Person Responsible**

Jessley Hathaway

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Lesson Plans, Survey, Collaborative Planning Protocol, Walk Throughs

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

Monitoring of collaborative Planning

**Person Responsible**

Jessley Hathaway

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Reflection Journal, Survey, Lesson Plans, Observation Notes

**G3.B3 Knowledge of Florida Core Standards** 2

B240019

**G3.B3.S1 Teachers will engage in professional learning.** 4

S252965

**Strategy Rationale**

Professional development will show teachers different strategies allowing them to differentiate instruction.

**Action Step 1** 5

Instructional Coaches will facilitate professional development on Florida core standards.

**Person Responsible**

Jessley Hathaway

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

PLC Logs and Coaching Logs

**Action Step 2** 5

Model Classrooms

**Person Responsible**

Neala Jackson

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Sign Up Sheets, Observation Sheet

**Plan to Monitor Fidelity of Implementation of G3.B3.S1** 6

Records of Professional Development

**Person Responsible**

Jesstina Bushery

**Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

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

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

Teacher knowledge of Florida Standards will increase.

**Person Responsible**

Neala Jackson

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

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

**G3.B7** Technology available in the classroom **2**

 B240023

**G3.B7.S1** Increasing number of computers in intermediate classrooms to 6 and primary classrooms to 5.

**4**

 S252966

**Strategy Rationale**

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

**Action Step 1** **5**

Ensuring we have the correct number of computers in each classroom

**Person Responsible**

Jessley Hathaway

**Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

The actual number of working computers in each classroom

**Plan to Monitor Fidelity of Implementation of G3.B7.S1** **6**

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

**Person Responsible**

Jessley Hathaway

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

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

**Plan to Monitor Effectiveness of Implementation of G3.B7.S1** 7

Looking at ST Math and I-station usage reports

**Person Responsible**

Jesstina Bushery

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

ST Math and I-station progress reports.

**G4.** By identifying students' present levels of performance in all academic subject areas, we will target academic interventions and strategies which will improve the growth percentile rank of our lowest performing students. 1

G089984

**G4.B1** Enough teachers participating in extended time for planning, breaking down data and Extended Learning 2

B240025

**G4.B1.S1** Pay for planning along the common core and tutoring in those standards where students are struggling 4

S252967

**Strategy Rationale**

Teachers will be provided extra time to plan modules and units.

**Action Step 1** 5

Plan in place for tutoring with number of teachers willing to participate.

**Person Responsible**

Jesstina Bushery

**Schedule**

On 5/24/2018

**Evidence of Completion**

Plan in place and able to implement August 21st.



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

Walkthroughs of Extended Learning and Promise Time

**Person Responsible**

Jesstina Bushery

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Feedback to teachers

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

MAP Testing, Running Records, I-Ready, ST Math, Grade 3 portfolios, IStation

**Person Responsible**

Neala Jackson

**Schedule**

Monthly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Data collection to see if level of proficiency is increasing.

**G5.** Students will use evidence to explain their reasoning and thinking across all subject areas. 1

G089985

**G5.B1** Students and teachers unfamiliar with writing across the curriculum. 2

B240029

**G5.B1.S1** Students will do in depth journaling to explain their reasoning in all subject areas. 4

S252972

### **Strategy Rationale**

Increased journaling will support reading and writing across the curriculum.

### **Action Step 1** 5

Coach teachers in use of journaling across the curriculum.

#### **Person Responsible**

Jessley Hathaway

#### **Schedule**

Weekly, from 8/10/2017 to 5/24/2018

#### **Evidence of Completion**

Classroom teachers using journaling in the classrooms.

### **Action Step 2** 5

Use district developed rubrics for acceptable journaling.

#### **Person Responsible**

Jessley Hathaway

#### **Schedule**

Weekly, from 8/10/2017 to 5/24/2018

#### **Evidence of Completion**

Teachers and students using rubrics in their classrooms with journaling.

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

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

**Person Responsible**

Jessley Hathaway

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Student work analysis

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

Students and teachers are familiar with writing across the curriculum.

**Person Responsible**

Neala Jackson

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Journal Writing Student Work

**G6.** Gulfport will improve on its school wide welcoming environment and outreach to its stakeholders. The percentage of referrals and suspensions will decrease by 30% and students attending less than 90% will also decrease by 30%. 1

G089986

**G6.B1** Consistent implementation of behavior plans. Schoolwide, classroom, and individual. 2

B240037

**G6.B1.S1** Schoolwide trainings on the positive behavior supports in place for Tier 1 behavior. 4

S252973

### Strategy Rationale

Trainings will focus on positive behavior strategies and increasing student engagement.

### Action Step 1 5

Behavior trainings on schoolwide system.

#### Person Responsible

Lamar Washington

#### Schedule

Quarterly, from 8/10/2017 to 5/24/2018

#### Evidence of Completion

Sign in sheets from trainings.

### Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Behavior Walkthroughs

#### Person Responsible

Lamar Washington

#### Schedule

Monthly, from 8/24/2017 to 5/24/2018

#### Evidence of Completion

Walkthrough data and feedback given to teachers.

**Plan to Monitor Effectiveness of Implementation of G6.B1.S1** 7

Walkthroughs

**Person Responsible**

Jessley Hathaway

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Data collected and feedback given to the staff via iObservation.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.MA1 M347837	Assessments for the Alliance for a Healthier Generation, Healthy School Program.	Hathaway, Jessley	8/10/2017	Increased number of eligible assessment modules and completion action plans for the Alliance for a Healthier Generation, Healthy School Program.	5/24/2018 one-time
G2.MA1 M347846	Pre/post test data, I-ready, iStation, ST Math, FSA achievement data.	Hathaway, Jessley	8/10/2017	Achievement data	5/24/2018 monthly
G3.MA1 M347854	Students are engaged with rigorous tasks and assignments.	Hathaway, Jessley	8/10/2017	MAP Testing, ELA and Math Formative Assessments, Classroom Walkthrough data	5/24/2018 daily
G4.MA1 M347859	Common Assessments, Running records, I-Ready, I-Station, Grade 3 portfolios, ST Math	Jackson, Neala	8/10/2017	Data collection	5/24/2018 monthly
G5.MA1 M347862	Students are able to explain their thinking across all subjects.	Hathaway, Jessley	8/10/2017	ELA Pre-and Post Test, Journal Rubrics, Written Response to Learning Task	5/24/2018 daily
G6.MA1 M347865	Referral and suspension data	Washington, Lamar	8/24/2017	SBLT notes with number of referrals and suspensions decreasing for each subgroup.	5/24/2018 monthly
G1.B1.S1.MA1 M347835	End of year assessment of our overall goal.	Hathaway, Jessley	8/10/2017	Increased number of eligible assessment modules and completion action plans for the Alliance for a Healthier Generation, Healthy School Program.	5/24/2018 annually
G1.B1.S1.MA1 M347836	The Healthy School Team will review all assessment items to determine the most feasible item(s) to...	Hathaway, Jessley	8/10/2017	Increased number of eligible assessment modules and completion action plans for the Alliance for a Healthier Generation, Healthy School Program.	5/24/2018 one-time
G1.B1.S1.A1 A330856	The Healthy School Team will review all assessment items to determine the most feasible item(s) to...	Hathaway, Jessley	8/10/2017	Increased number of eligible assessment modules and completion action plans for the Alliance for a Healthier Generation, Healthy School Program.	5/24/2018 one-time
G2.B1.S1.MA1 M347838	The number of students attending the clubs on a consistent basis	Hathaway, Jessley	8/10/2017	Attendance data	5/24/2018 monthly
G2.B1.S1.MA1 M347840	Behavior and academic data of these students will be reviewed monthly	Hathaway, Jessley	8/10/2017	Behavior data and pre/post data	5/24/2018 monthly
G2.B1.S1.A1 A330857	Students will be identified and invited to join these extra curricular clubs	Hathaway, Jessley	8/10/2017	Students enrolled in clubs and I-Ready data.	5/24/2018 monthly
G3.B1.S1.MA1 M347848	Monitoring of collaborative Planning	Hathaway, Jessley	8/10/2017	Reflection Journal, Survey, Lesson Plans, Observation Notes	5/24/2018 weekly
G3.B1.S1.MA1 M347849	Teachers are engaged in collaborative planning based on the lesson plans in planbook.com	Hathaway, Jessley	8/10/2017	Lesson Plans, Survey, Collaborative Planning Protocol, Walk Throughs	5/24/2018 weekly
G3.B1.S1.A1 A330862	Guiding Teachers through facilitated collaborative planning.	Hathaway, Jessley	8/1/2017	Reflection Journal, Coaching Logs, Completed Lesson Plans	5/24/2018 weekly
G3.B1.S1.A2 A330863	Teachers engage in collaborative planning.	Hathaway, Jessley	8/10/2017	Lesson Plans, Reflection Journal, Surveys	5/24/2018 weekly
G3.B1.S1.A3 A330864	Build at least 45 minutes team planning into schedule every day.	Hathaway, Jessley	8/10/2017	Master Schedule and team planning notes	5/24/2018 daily

**Pinellas - 1691 - Gulfport Montessori Elem.Schl - 2017-18 SIP**  
*Gulfport Montessori Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B3.S1.MA1 M347850	Teacher knowledge of Florida Standards will increase.	Jackson, Neala	8/10/2017	Walk Throughs, Lesson Plans, Student Work Analysis through Lesson Study, Surveys, Reflection Journal	5/24/2018 weekly
G3.B3.S1.MA1 M347851	Records of Professional Development	Bushery, Jesstina	8/10/2017	Coaches Logs, Professional Development Sign In sheets, E-Learning component points	5/24/2018 quarterly
G3.B3.S1.A1 A330865	Instructional Coaches will facilitate professional development on Florida core standards.	Hathaway, Jessley	8/10/2017	PLC Logs and Coaching Logs	5/24/2018 weekly
G3.B3.S1.A2 A330866	Model Classrooms	Jackson, Neala	8/10/2017	Sign Up Sheets, Observation Sheet	5/24/2018 weekly
G3.B7.S1.MA1 M347852	Looking at ST Math and I-station usage reports	Bushery, Jesstina	8/10/2017	ST Math and I-station progress reports.	5/24/2018 weekly
G3.B7.S1.MA1 M347853	Follow up to make sure computers are working and being utilized.	Hathaway, Jessley	8/10/2017	Number of computers being used in classrooms. Walkthroughs and monitoring checks	5/24/2018 weekly
G3.B7.S1.A1 A330867	Ensuring we have the correct number of computers in each classroom	Hathaway, Jessley	8/10/2017	The actual number of working computers in each classroom	5/24/2018 quarterly
G4.B1.S1.MA1 M347855	MAP Testing, Running Records, I-Ready, ST Math, Grade 3 portfolios, IStation	Jackson, Neala	8/10/2017	Data collection to see if level of proficiency is increasing.	5/24/2018 monthly
G4.B1.S1.MA1 M347856	Walkthroughs of Extended Learning and Promise Time	Bushery, Jesstina	8/10/2017	Feedback to teachers	5/24/2018 weekly
G4.B1.S1.A1 A330868	Plan in place for tutoring with number of teachers willing to participate.	Bushery, Jesstina	8/10/2017	Plan in place and able to implement August 21st.	5/24/2018 one-time
G5.B1.S1.MA1 M347860	Students and teachers are familiar with writing across the curriculum.	Jackson, Neala	8/10/2017	Journal Writing Student Work	5/24/2018 weekly
G5.B1.S1.MA1 M347861	Students are responding to learning through journaling across all subject areas.	Hathaway, Jessley	8/10/2017	Student work analysis	5/24/2018 weekly
G5.B1.S1.A1 A330873	Coach teachers in use of journaling across the curriculum.	Hathaway, Jessley	8/10/2017	Classroom teachers using journaling in the classrooms.	5/24/2018 weekly
G5.B1.S1.A2 A330874	Use district developed rubrics for acceptable journaling.	Hathaway, Jessley	8/10/2017	Teachers and students using rubrics in their classrooms with journaling.	5/24/2018 weekly
G6.B1.S1.MA1 M347863	Walkthroughs	Hathaway, Jessley	8/10/2017	Data collected and feedback given to the staff via iObservation.	5/24/2018 weekly
G6.B1.S1.MA1 M347864	Behavior Walkthroughs	Washington, Lamar	8/24/2017	Walkthrough data and feedback given to teachers.	5/24/2018 monthly
G6.B1.S1.A1 A330875	Behavior trainings on schoolwide system.	Washington, Lamar	8/10/2017	Sign in sheets from trainings.	5/24/2018 quarterly
G2.B1.S2.MA1 M347842	We will look at post test data and growth in Running Record data, I-ready, ST Math and I station	Hathaway, Jessley	8/10/2017	Student achievement data in all subject areas.	5/24/2018 monthly
G2.B1.S2.MA1 M347843	Students placed in leveled groups with the appropriate interventions and enrichments	Hathaway, Jessley	8/10/2017	List of groups with interventions and enrichments in each classroom	5/24/2018 monthly
G2.B1.S2.A1 A330859	Teachers use data to plan differentiation, intervention, and scaffold instruction to increase...	Hathaway, Jessley	8/10/2017	Data from performance matters and original placement tests from I-ready, I station, running records	5/24/2018 monthly

## V. Professional Development Opportunities

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

**G3.** 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 grades will be above Level 3 on state assessments.

**G3.B1** Staff knowledge about collaborative planning.

**G3.B1.S1** Teachers will participate in collaborative planning using planbook.com.

### **PD Opportunity 1**

Guiding Teachers through facilitated collaborative planning.

#### **Facilitator**

Neala Jackson, Jess Hathaway

#### **Participants**

All teachers

#### **Schedule**

Weekly, from 8/1/2017 to 5/24/2018

### **PD Opportunity 2**

Teachers engage in collaborative planning.

#### **Facilitator**

Neala Jackson, Jess Hathaway

#### **Participants**

All teachers

#### **Schedule**

Weekly, from 8/10/2017 to 5/24/2018



### G3.B3 Knowledge of Florida Core Standards

#### G3.B3.S1 Teachers will engage in professional learning.

##### PD Opportunity 1

Instructional Coaches will facilitate professional development on Florida core standards.

##### Facilitator

Neala Jackson, Kimberly Johns, Jessley Hathaway

##### Participants

Classroom Teachers

##### Schedule

Weekly, from 8/10/2017 to 5/24/2018

##### PD Opportunity 2

Model Classrooms

##### Facilitator

Neala Jackson and Kimberly Johns

##### Participants

Classroom Teachers

##### Schedule

Weekly, from 8/10/2017 to 5/24/2018

**G5.** Students will use evidence to explain their reasoning and thinking across all subject areas.

**G5.B1** Students and teachers unfamiliar with writing across the curriculum.

**G5.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**

Jess Hathaway, Neala Jackson

**Participants**

Classroom teachers

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

**PD Opportunity 2**

Use district developed rubrics for acceptable journaling.

**Facilitator**

Jess Hathaway, Neala Jackson, Kimberly Kopnitsky

**Participants**

Classroom teachers

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

**G6.** Gulfport will improve on its school wide welcoming environment and outreach to its stakeholders. The percentage of referrals and suspensions will decrease by 30% and students attending less than 90% will also decrease by 30%.

**G6.B1** Consistent implementation of behavior plans. Schoolwide, classroom, and individual.

**G6.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 8/10/2017 to 5/24/2018

## VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

## VII. Budget

1	G1.B1.S1.A1	The Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s)	\$0.00
2	G2.B1.S1.A1	Students will be identified and invited to join these extra curricular clubs	\$0.00
3	G2.B1.S2.A1	Teachers use data to plan differentiation, intervention, and scaffold instruction to increase student achievement.	\$0.00
4	G3.B1.S1.A1	Guiding Teachers through facilitated collaborative planning.	\$0.00
5	G3.B1.S1.A2	Teachers engage in collaborative planning.	\$0.00
6	G3.B1.S1.A3	Build at least 45 minutes team planning into schedule every day.	\$0.00
7	G3.B3.S1.A1	Instructional Coaches will facilitate professional development on Florida core standards.	\$0.00
8	G3.B3.S1.A2	Model Classrooms	\$0.00
9	G3.B7.S1.A1	Ensuring we have the correct number of computers in each classroom	\$0.00
10	G4.B1.S1.A1	Plan in place for tutoring with number of teachers willing to participate.	\$0.00
11	G5.B1.S1.A1	Coach teachers in use of journaling across the curriculum.	\$0.00
12	G5.B1.S1.A2	Use district developed rubrics for acceptable journaling.	\$0.00
13	G6.B1.S1.A1	Behavior trainings on schoolwide system.	\$0.00
<b>Total:</b>			<b>\$0.00</b>