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School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

At Gulfport Montessori Elementary, we strive to provide a safe and positive learning environment that focuses on collaboration, benchmark task alignment and success for all students.

Provide the school's vision statement

100% Success for All Scholars

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Position Title

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #2

Employee's Name

Ashlea Zeller

Position Title

Principal

Job Duties and Responsibilities

As the instructional and operational leader, the Principal oversees the daily operation of the school. Other duties include hiring and retention of teachers, promoting a positive school culture and climate for all staff and students and ensuring best teaching practices are known and used for improvement of student achievement.

The Principal will lead and collaborate with instructional leadership team members to address student and staff needs and ensure implementation of all educational initiatives.

- SAC Member
- Facilitator of PLC
- Instructional Leader of PD
- Data Review of Student Performance
- Oversee Operation and Campus Safety

Leadership Team Member #3

Employee's Name

Tameka Harris

Position Title

Assistant Principal

Job Duties and Responsibilities

As the instructional and operational leader, the Assistant Principal oversees the daily operation of the school. Other duties include evaluation of teachers, promoting a positive school culture and climate for all staff and students and ensuring best teaching practices are known and used for improvement of student achievement.

The Assistant Principal will collaborate with instructional leadership team members to address student and staff needs and ensure implementation of all educational initiatives.

- Test Coordinator
- Facilitator of PLC
- Instructional Leader of PD
- Data Review of Student Performance
- Oversee Operation and Campus Safety

Leadership Team Member #4

Employee's Name

Barbara Khoury

Position Title

MTSS Coach

Job Duties and Responsibilities

The MTSS Coach is in charge of scheduling and maintaining records of tiered instruction being delivered both within the classroom and outside of the classroom. The MTSS Coach will support the work of the Intervention Teachers and Paraprofessionals that will support the work in our K-5 classrooms. Interventions include Nemours, LLI, UFLI, IRLA, JRGR, Footprints, Repeated Reading, ORF, NWF, using AIMS web as formative assessment.

Leadership Team Member #5

Employee's Name

Conchita Davis-Walker

Position Title

Magnet Coordinator

Job Duties and Responsibilities

The Magnet Coordinator will oversee the daily operation of the Montessori magnet program at Gulfport Montessori Elementary. Her duties will include training of teachers and support staff to promote the Montessori way, support the use of materials within the Montessori classroom, and work alongside student assignment to ensure the Montessori Magnet program scholars meet the attendance, behavior and academic requirements. This role will also focus on the partnership between school and family to promote success for all students.

Leadership Team Member #6

Employee's Name

Dayna Petruccelli

Position Title

Instructional Coach - Science

Job Duties and Responsibilities

Instructional coaches at Gulfport Montessori Elementary will serve an integral role in the success of both staff and scholars. The work of the science instructional coach will include:

- tiered content professional development
- facilitate collaborative planning to ensure rigorous standards aligned resources are implemented
- coteaching support to address implementation of the DECKS
- provide coaching feedback for reflective teacher conversations
- promote scientific best practices
- plan and meet with the Assistant Principal and Principal to align coaching support
- review of Science diagnostic and benchmark assessments on Big Ideas in the area of science
- review and plan for extended learning opportunities in and out of the school day

Leadership Team Member #7

Employee's Name

Allison Hackett

Position Title

Instructional Coach - ELA

Job Duties and Responsibilities

Instructional coaches at Gulfport Montessori Elementary will serve an integral role in the success of both staff and scholars. The work of the ELA instructional coach will include:

- tiered content professional development
- facilitate collaborative planning to ensure rigorous benchmarks aligned resources are implemented
- coteaching support to address implementation of the OCRE content
- provide coaching feedback for reflective teacher conversations
- promote best practices and work within the new BEST standards
- plan and meet with the Assistant Principal and Principal to align coaching support
- review of ELA data and plan for intervention
- review and plan for extended learning opportunities in and out of the school day

Leadership Team Member #8

Employee's Name

Ashley Gray

Position Title

Instructional Coach - Math

Job Duties and Responsibilities

Instructional coaches at Gulfport Montessori Elementary will serve an integral role in the success of both staff and scholars. The work of the Math instructional coach will include:

- tiered content professional development
- facilitate collaborative planning to ensure rigorous benchmarks aligned resources are implemented
- coteaching support to address implementation of the CORE content
- provide coaching feedback for reflective teacher conversations
- promote best practices and work within the new BEST standards
- plan and meet with the Assistant Principal and Principal to align coaching support
- review of Math data and plan for intervention
- review and plan for extended learning opportunities in and out of the school day

Leadership Team Member #9

Employee's Name

Anna Patterson

Position Title

Behavior Specialist

Job Duties and Responsibilities

The Behavior Specialist will work alongside of classroom teachers and support staff to support and create positive classroom climates. This role will consist of collaboration between teachers, students and families to communicate school wide expectations. The behavior specialist will tier behavior need for our student population. The behavior specialist will also be in charge of our PBIS efforts using our 5 standards to guide the way of work for our students within the classroom and campus spaces.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

To develop the School Improvement Plan, our school team met to discuss the work from the 23-24 school year and reflect on our previous goals. The team consisted of the School Principal and AP, instructional content coaches, teacher representatives from primary and intermediate grades, behavior specialist and a paraprofessional who assists with instruction within the classroom. The team shared ideas and drafted three goals that we feel will continue to work on raising student achievement, promoting a positive culture for all and continuing to meet the needs of all of our learners. We will then share our draft ideas to our SAC and our entire school faculty during our pre-school week. Teachers and staff members will be able to provide any feedback that address new action items or edits of already existing goals. Parents will have the chance to provide any additional feedback during our Meet the Teacher event in early August.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

For the 2024-2025 school year, our SIP will be monitored at the end of each quarter to address meeting our action items in pursuance of our goals. We will share our goals with our school faculty and check in during our data PLC's after PM1 and PM2. We will share our SIP during our Title 1 Annual meeting evening and along the way during our student led conferences, nightly academic events as well as through our school wide communication in either via email or newsletter form.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	86.0%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	TSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: C* 2021-22: C 2020-21: 2019-20: D

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	39	26	19	19	20				123
One or more suspensions	0	3	2	5	1	6				17
Course failure in English Language Arts (ELA)	0	0	0	0	3	0				3
Course failure in Math	0	0	0	0	0	0				0
Level 1 on statewide ELA assessment	0	0	0	10	6	11				27
Level 1 on statewide Math assessment	0	0	0	7	3	10				20
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	4	6	6	5	16				37

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	12	0	0				12
Students retained two or more times	0	0	0	0	0	1				1

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	34	18	27	25	21	22				147
One or more suspensions	6	2	1	14	6					29
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment				31	9	16				56
Level 1 on statewide Math assessment				22	13	13				48
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators				6	1	4				11

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				6						6
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	39			36	54	53	34	55	56
ELA Grade 3 Achievement **	38			24	54	53			
ELA Learning Gains	52						51		
ELA Learning Gains Lowest 25%	69						58		
Math Achievement *	41			42	61	59	39	51	50
Math Learning Gains	63						54		
Math Learning Gains Lowest 25%	71						57		
Science Achievement *	59			51	62	54	43	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress				64		59			

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPP) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL FPPI – All Students	54%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	432
Total Components for the FPPI	8
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
54%	38%	48%	34%		42%	37%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	29%	Yes	5	5
Black/African American Students	50%	No		
Hispanic Students	50%	No		
Multiracial Students	50%	No		
White Students	45%	No		
Economically Disadvantaged Students	51%	No		
2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	27%	Yes	4	4
Black/African	27%	Yes	4	1

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
American Students				
Hispanic Students	43%	No		
Multiracial Students	64%	No		
White Students	72%	No		
Economically Disadvantaged Students	37%	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	26%	Yes	3	3
English Language Learners				
Native American Students				

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Asian Students				
Black/African American Students	40%	Yes	3	
Hispanic Students	61%	No		
Multiracial Students	66%	No		
Pacific Islander Students				
White Students	64%	No		
Economically Disadvantaged Students	47%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	39%	38%	52%	69%	41%	63%	71%	59%					
Students With Disabilities	21%	18%	29%		29%	48%							
Black/African American Students	35%	33%	50%	64%	35%	67%	67%	52%					
Hispanic Students	39%				61%								
Multiracial Students	45%				55%								
White Students	67%		36%		44%	33%							
Economically Disadvantaged Students	37%	36%	51%	67%	36%	63%	65%	51%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	36%	24%			42%			51%					
Students With Disabilities	26%	18%			37%								
Black/African American Students	26%	20%			33%			27%					
Hispanic Students	29%				57%								
Multiracial Students	55%				73%								
White Students	72%				59%			86%					
Economically Disadvantaged Students	34%	23%			39%			50%					

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	34%		51%	58%	39%	54%	57%	43%					
Students With Disabilities	13%		38%		17%	54%		10%					
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	21%		45%	59%	24%	44%	52%	36%					
Hispanic Students	44%		55%		71%	75%							
Multiracial Students	67%				64%								
Pacific Islander Students													
White Students	63%		56%		66%	72%							
Economically Disadvantaged Students	32%		50%	57%	35%	52%	63%	39%					

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

Data for 2023-24 had not been loaded to CIMS at time of printing.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Our science proficiency showed an increase of 9% from 2023-2024. The actions of our science coach is directly correlated to the success of our scholars. This year she introduced Science at Home initiative to include science as a weekly assignment. We also continued to implement science practice at lunch, science power 60 words in the 2nd semester and specific, direct instruction along with hands-on experiments connect readings to real world learning.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our 4th grade ELA proficiency had the lowest performance. While this was the lowest performing area, the relative factor is this cohort only came to 4th grade with a 27% proficiency rate. Therefore there was an increase of 11% points. We will continue to work with this cohort in 5th grade to increase their fluency, ask higher order questions that directly tie to the level of cognitive complexity within the benchmark and meet the necessary stamina reading skills it takes to persevere through the FAST assessment.

Our SWD subgroup also had the lowest performance in ELA and Math. Both proficiency rates were in the 20's in this subgroup. For some of our scholars in this subgroup, attendance is a contributing factor. For others within this subgroup, they made growth, but are not yet at grade level proficiency. We will work towards this goal this year by implementing a strong collaboration between our ESE teachers and the general education teachers and connecting with families to ensure scholars are coming to school and taking advantage of our before and after school additional opportunities to close the learning gaps.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Since the 2023-2024 school year was solely based on proficiency, our greatest decline was in overall Math proficiency. The decline of 1% shows that we were unable to maintain and increase our mathematic proficient scholars. When you delve deeper into the data, interestingly our male scholars

outperformed this proficiency at 45% while our girls performed below this percent at 40%. We attribute the decline to continued teacher understanding of the benchmarks, the adaptability of the FAST assessment and the continued working knowledge of our scholars fluent math facts and accurate strategies.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our overall ELA proficiency had the greatest gap when compared to the state. When addressing this gap, we recognize the need to increase our scholars willingness and enjoyment in the area of reading. We also note that we need to increase their language skills and stamina in reading multiple passages with multiple tasks that involve scrolling for both the reading side and the question side of the assessment screen.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

For the 2024-2025 school year, our highest priorities related to EWS areas of concern will be:

1. Attendance - if our scholars do not attend school, it is difficult to build upon skills that are needed in order to be proficient.
2. Out of School Suspensions - our scholars need to understand that their behavior has consequences and if they are not able to attend school ready to learn, it does affect their overall academic performance.
3. Scholars with 2 or more indicators - our 5th grade cohort is a specific priority in continuing to work with scholars who experienced the pandemic as 1st graders. This specific group of scholars has a larger gap when it relates to academic proficiency in ELA, attendance and also number of scholars with referrals and out of school suspensions.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

For the 2024-2025 school year, our highest priorities will be:

1. Continuing to raise overall academic proficiency in both ELA and Math
2. Continuing to address our ESSA subgroup of SWD as we have not yet reached our school goal for this group of scholars

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

For the 2024-2025 school year, we would like to continue our work in the area of ELA. When diving into our data, we have still not met the state average in ELA proficiency. While making positive growth in ELA, our scholars still have more room to grow especially in areas related to benchmarks that address higher cognitive complexities and vocabulary development.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

For the 2024-2025 school year, our area focus will be to raise overall proficiency by 3% and scholars learning gains by 10%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

For the 2024-2025 school year, this goal will be monitored through assessment review, teacher capacity building and scholar awareness of their own skill related to benchmark success. Our goal will be to raise the level of understanding of our scholars and where they have scored in relation to past FAST/STAR assessments. We will also work with our teachers to address the need for higher order questioning, alignment of our resources to the cognitive complexities and the task and the creation of spaces that promote reading in and out of the classroom.

Person responsible for monitoring outcome

Ashlea Zeller

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA

Section 8101(21)(B)).

Description of Intervention #1:

The primary and intermediate classrooms will use the FLAMINGO model and UFLI direct instruction toolkit to teach a reading routine grounded in the science of reading.

Rationale:

For our scholars who have not yet reached grade level proficiency, our team of reading teachers and coaches, will specifically assess the areas of need for reading instruction. The delivery of reading instruction through the Flamingo and UFLI models will continue to help those scholars fill academic gaps and push towards grade level proficiency.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

The intermediate scholars will focus on data driven discussions to align the work within the classroom to the results on the FAST assessments during each PM.

Rationale:

At Gulfport, it is imperative that our scholars know their data and what to do to improve on their current results. Last school year, we were able to move scholars more toward proficiency than we have before by raising the level of expectation. As part of the learning partnership, our scholars will need to take ownership of their story to understand next steps in becoming a proficient, grade level reader.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

To increase our connection of task to benchmark, during our PLC's we will dive in deeper to connect the cognitive complexity of the benchmark to our task and our exit tickets.

Rationale:

If our K-5 ELA teachers have a better understanding of the benchmarks, their clarifications and the cognitive complexities related to them, then our scholars will be exposed to practice that requires them to meet the grade level benchmark or go beyond.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Instructional Model Delivery

Person Monitoring:

Allison Hackett and Tiffany Garvey

By When/Frequency:

After each module assessment and PM data cycle

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

ELA coaches will be able to deliver PD related to the small group reading routine and direct UFLI instruction to the staff during after school/in school training times. School based ELA coaches will also work alongside teachers and share resources during weekly PLCS. During this time, the intervention delivery will be reviewed and time for planning with the grade level team will be allocated. Each week benchmarks will be reviewed to match the task to the desired cognitive complexity.

Action Step #2

Scholar-Led Conference and Student Showcase

Person Monitoring:

Ashlea Zeller & Tameka Harris

By When/Frequency:

Every month and after each PM cycle

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Our goal will be to have data conversations that are relevant to fluency and running records. By scholars knowing their own data and being able to talk about it with their teachers and families, we will continue to build upon the successes we have seen in the past. We will continue to record and celebrate scholar movement in the area of reading. Each month scholars will be celebrated through our Bulldog Bash. Each quarter we will have data conversations with teachers & scholars. Each semester we will have a day of student showcase, where families will join us to understand the demand of the grade level and what it looks like and sounds like to be a grade level, proficient reader.

Action Step #3

Digital Reading Resources

Person Monitoring:

Ashlea Zeller

By When/Frequency:

Every week

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

For all of our scholars next school year, we will continue to monitor the usage of our digital resources like iReady and MyON. We will once again use competitions and display data around the school to remind our teachers and scholars the importance of meeting their weekly usage goal. For our scholars who have not yet met grade level proficiency, we will invite them to before and after school tutoring specifically focused on benchmarks that were not mastered in the previous school year. We will also tailor that small group teacher led tutoring to address more vocabulary practice as well as a strong fluency effort using SOAR to 70 and other fluency focused interventions.

Action Step #4

Professional Learning Communities led by Admin & Coaches

Person Monitoring:

Allison Hackett, Tiffany Garvey, Tameka Harris & Ashlea Zeller

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrators and coaches will review the PM3 data in relation to benchmarks that need more attention to either be at grade level or beyond. Once that data is captured, stronger targets to these benchmarks will be made during our weekly collaborative planning. More teacher practice, review of

the exit slips and review of the tasks assigned in the module will lead to greater result of proficiency within the identified benchmarks.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

For the 2024-2025 school year, we were able to review our data and draft a plan to specifically focus on benchmarks that our scholars were not able to master.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

For the 2024-2025 school year, our goal will be to raise our overall proficiency by 3% and our leaving gains by 6%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Instructional leadership team will meet weekly to review mathematical data either observed in the classroom, on topic assessments or during and after PM cycles. This review will include grade level trends as well as individual scholar results. This meeting will also allow us to identify benchmarks that need to be added to a spiral review or resources that need to be adjusted for example the schedule of our Title 1 Hourly teacher whose focus is on mathematical intervention delivery.

Person responsible for monitoring outcome

Ashlea Zeller

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

To increase our connection of task to benchmark, during our PLC's we will dive in deeper to connect the achievement level descriptors to our classroom level practice. We will also use the BIG M book to identify any clarifications, misconceptions and review examples provided to us.

Rationale:

If our K-5 Math & ESE teachers have a better understanding of the benchmarks, their clarifications and the achievement level descriptors related to them, then our scholars will be exposed to practice that requires them to meet the grade level benchmark or go beyond.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

For the 2024-2025 school year, we will implement several before, during and after school additional math opportunities connected to clubs and games.

Rationale:

If we provide opportunities for practice that are gamified, scholars will attend and be excited to increase their fact fluency and mathematical strategy knowledge. These opportunities will include but are not limited to Dreambox, IXL, iReady, Math Club and FEV tutoring. We will also continue to offer opportunities at lunch that will keep the cafe a learning space.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

During the 2024-2025 school year, small group rotational instruction will continue to be our model to focus on current benchmarks, spiral review benchmarks and real-world application problems. This model will allow us to focus on consistent monitoring of our scholars and their mathematical thinking.

Rationale:

Our scholars need additional practice within a small group setting so teachers can identify misconceptions and correct them quickly. Within the small group setting, teachers can easily monitor the scholars learning and identify levels of understanding within the benchmark.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Professional Learning Communities led by Admin & Coaches

Person Monitoring:

Ashley Gray, Ashlea Zeller, & Tameka Harris

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrators and coaches will review the PM3 data in relation to benchmarks that need more

attention to either be at grade level or beyond. Once that data is captured, stronger targets to these benchmarks will be made during our weekly collaborative planning with K-5 ESE and general education teachers. More teacher practice, connections to real world problems using the problem solving routine, review of the exit slips and review of the tasks assigned in the module will lead to greater result of proficiency within the identified benchmarks.

Action Step #2

Gamify Math Practice

Person Monitoring:

Ashley Gray & Ashlea Zeller

By When/Frequency:

Weekly/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During the 2024-2025 school year, we will review data to specifically invite scholars to attend math clubs before and after school. These clubs will offer practice through digital platforms that gamify the learning experience. We will also offer additional learning opportunities to all scholars during our math at lunch routine. We will have a school wide iReady competition and monitor and celebrate weekly the winners of the class with the highest goals met.

Action Step #3

Instructional Materials Aligned

Person Monitoring:

Ashley Gray

By When/Frequency:

Every other week

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

For the 2024-2025 school year, materials will be reviewed to create spirals related to benchmarks identified during our PM3 data review for use during the small group rotations. Our goal will be to start in August and address last year's areas that did not meet at/on grade level standard. Each grade level will have identified standards, teachers will deepen their understanding off the standard and review the material to ensure it connects to the domains and descriptors outline in the Big M.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

For the 2024-2025 school year science showed the most growth with a 9% increase in overall proficiency. We want to continue to focus on this area as we recognize it is directly tied to reading strategies and our 5th grade cohort of scholars is arriving with a lower overall on grade level percentage.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for

each relevant grade level. This should be a data-based, objective outcome.

Our goal for science for the 2024-2025 school year will be to reach 55% proficiency which would be a 17% differential in their reading proficiency from 4th grade ELA PM3 results.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Our school based science coach alongside our administration will monitor the data within the classroom as well as at the end of each Big Idea assessment window. Adjustments and support will be shared based on testing results and engagement within the hands-on experiments.

Person responsible for monitoring outcome

Ashlea Zeller & Dayna Petruccelli

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

To increase our connection of task to benchmark, during our PLC's we will dive in deeper to connect the reading strategy to the science content question.

Rationale:

If our 5th grade ELA & Science teachers have a better understanding of the benchmarks, their clarifications and the cognitive complexities related to them, then our scholars will be exposed to practice that requires them to meet the grade level benchmark or go beyond.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

During the 2024-2025 school year, our goal will be to provide before school, during the day and after school opportunities to increase their science knowledge.

Rationale:

Our rationale for offering gamified opportunities and clubs related to science is supported meeting our scholars at their interest level and also providing our scholars with fun, digital practice helps make connections and creates spaces for friendly competition and celebration.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Professional Learning Community led by Science Coach

Person Monitoring:

Dayna Petruccelli

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrators and site based science coach will review the PM3 data in relation to benchmarks that need more attention to either be at grade level or beyond. Once that data is captured, stronger targets to these benchmarks will be made during our weekly collaborative planning, including 3rd and 4th grade teams. More teacher practice, review of the exit slips and review of the tasks assigned in the science Bid Ideas will lead to greater result of proficiency within the identified benchmarks.

Action Step #2

Experiments & Power 60

Person Monitoring:

Ashlea Zeller

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

By allocating planning time, creating the experiments, implementing the power 60 words and providing time for relevant real-world discussions, our scholars will have the opportunity to interact with effective science teaching. The increase in engagement will continue to help make connections for scholars which in turn will lead to higher proficiency scores on diagnostics and eventually during PM3 assessment.

Action Step #3

Gamify & STEM club

Person Monitoring:

Dayna Petruccelli & Ashlea Zeller

By When/Frequency:

Daily and weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Our science coach along with grade level team teachers and club sponsors will continue to support before and after school STEM club, the use of study island within the classroom setting - connected to goal setting and certificate celebration and gamified competitions during lunch with science content as an extra opportunity to build upon what they already know.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD), Black/African American Students (BLK), Hispanic Students (HSP), Economically Disadvantaged Students (FRL)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

No Answer Entered

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

No Answer Entered

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

No Answer Entered

Person responsible for monitoring outcome**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1**Person Monitoring:****By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Area of Focus #5

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific

questions)**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

No Answer Entered

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

In grades 3-5, our ELA data did not meet the desired outcome of 50% or more proficient in ELA. Therefore, our school team will work towards increasing the task/target aligned to the benchmarks to ensure our scholars are meeting the target of 50% or more scoring at a level 3 or above.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Ensure whole group and small group instruction in the ELA block in both reading and writing is designed

and implemented according to evidence-based principles.

Grades K-2: Measurable Outcome(s)

No Answer Entered

Grades 3-5: Measurable Outcome(s)

Our school goal for the 2024-2025 assessment year will be to have our 3rd, 4th and 5th grade scholars rise from their ELA proficiency numbers to 50%. This means that our 4th grade cohort will have to rise from 38% to 50% and our 4th grade cohort will have to rise from 39% to 50% proficient. We will also monitor our 3rd grade cohort to ensure they are meeting their goals of 50% proficient as well.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

In order for our school to monitor this area of focus, we will continue to keep data on every 3rd - 5th grade scholar. During our planning process we will evaluate how every scholar is doing and ensure those who are not meeting 70% or higher on their module assessments are given opportunities to extend their reading practice. The teacher/classroom data will also be closely monitored to ensure we are able to provide strong core instruction and our reading interventionist are able to provide effective, evidence based interventions that close learning gaps for our scholars who are not yet proficient.

Person responsible for monitoring outcome

Ashlea Zeller

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

During this school year, we will focus on explicit and systematic instruction, using scaffolds when needed. We will also include differentiation to reach those scholars who are not yet proficient but push those scholars further who already have scored a level 3, 4, or 5.

Rationale:

This purposeful and intentional planning will allow our scholars to have the independent and guided practice needed to raise their reading level and therefore provide opportunities for our scholars to do well on the ELA FAST during PM 3. Including differentiation in the efforts of teachers to respond to variance among learners in the classroom will also be a focus for our school year. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile: (1) content—what the student needs to learn or how the student will get access to the information; (2) process—activities in which the student engages in order to make sense of or master the content; (3) products—culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (4) learning environment—the way the classroom works and feels.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Provide support and feedback focused on explicit, systematic and sequential approaches to reading and writing instruction including a gradual release of responsibility model of instruction.

Person Monitoring:

Ashlea Zeller

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The administrator will engage in weekly ELA planning with the teams to ensure a strong understanding of the core instructional delivery. Then the admin team will observe and leave feedback for teachers throughout the next week of lesson delivery within the module.

Action Step #2

Deliver explicit, step-by-step instruction—in multiple, briskly paced cycles related to student interests & cultural backgrounds; opportunities for students to ask their own questions, set their own goals, and

make their own choices.

Person Monitoring:
Allison Hackett

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school based ELA coach will co-teach and co-plan with the intermediate grade level teams to ensure the task and target are aligned with the given benchmark.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

At Gulfport, we would like to continue to focus on attendance as an overall area for each grade level. We acknowledge that if our scholars are not present than we can not teach them. We have observed trends in our data through our CST meetings that Mondays and Fridays have are typically the highest days out of school. We also have observed again last year that we have the highest number of scholars missing more than 10% in Kindergarten.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our goal is to strive for a weekly average attendance of 95%. We also want to decrease the number of scholars by 50% who miss more than 18 days of school.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Our CST team will meet monthly to review the attendance data. Each week our administrative team will post the grade level average daily attendance. We will also run a report weekly to determine if any scholars have missed 1 or more days of school.

Person responsible for monitoring outcome

Ashlea Zeller, Tonya Lewis, Conchita Davis-Walker and Marisa Stewart

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

For the 2024-2025 school year, we will again promote attendance as an area of improvement for our scholars. WE will use positive promotion through our Bulldog Bash, a pen pal system to notify families of their scholar's attendance and incentives like our High Five club later on in the year after the first semester for our scholars who need to attend school five days a week.

Rationale:

Our rationale for focusing on attendance is driven by the records that show we still have a large number of scholars missing more than 18 days within one school year. Our goal is to reach 95% daily attendance, up 5% from last year's 90%. In reaching that 95% goal we also want our scholars to come to school every day in uniform and ready to learn.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Incentivize and Celebrate

Person Monitoring:

Ashlea Zeller & Marissa Stewart

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

For the first semester we will record our daily average attendance in public spaces for our scholars and families to see, We will continue to promote and educate our families on why coming to school is an essential tool for success. We will share data with them weekly in the phone home and message to families. We will also create pen pal letters to our scholars to record their attendance and remind them we miss them at school.

Area of Focus #2

Multiple Early Warning Signs

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The multiple warning signs Gulfport would like to continue to work on in 2024-2025 school year are in and out of school suspensions, attendance and level 1s on FAST. These areas continue to be an area of focus so we can prioritize coming to school with ready to learn behaviors and attending to grade level work to score a level 3, 4 or 5.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our goal will be to decrease the number of scholars in the three above named areas b 20% this school year with a strong focus on our 5th grade cohort in preparation for secondary expectations

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Our student service team including our Behavior Specialist and PBIS committee will have monthly meetings to address the climate and culture within the classrooms by looking at referral data and RTI options for behavior specifically compared to academic performance. Our behavior specialist will also be an integral member of our team to implement Tier 3 behavior plans and work on family partnerships for our scholars identified in the 5th grade with multiple early warning signs.

Person responsible for monitoring outcome

Tameka Harris & Anna Patterson

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

During the 2024-2025 school year we will use mentors to create a champion program for some of our scholars. We will need to establish a calendar of events for our mentors to build positive relationships and review the connection between academic success and behavioral success.

Rationale:

We have found that our scholars who have a partnership between home and a mentor at school seem to respond better and work harder to achieve their academic goals. Those scholars feel more connected within their classroom and to the overall school community.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

During the 2024-2025 school year, we will optimize our out of school learning opportunities and nightly events to continue to help our families partner for success.

Rationale:

If our families are informed and can support the work we are doing at school at home, we believe that our scholars will be more likely to attend school regularly, complete homework and outside of class activities as well as join before and after school clubs that will enrich and enhance the learning

environment.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Mentorship for Scholars

Person Monitoring:

Marisa Stewart & Anna Patterson

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Our school student service team along with Ms. Patterson our Behavior Specialist will identify scholars who will benefit from having a mentor on campus. This team will also work with our Family Liaison to connect within our community to reach out for more volunteers and mentors.

Action Step #2

Optimize Opportunity

Person Monitoring:

Ashlea Zeller

By When/Frequency:

Beginning of school year, every month check in

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Our school will create opportunities for scholars to enrich and enhance their learning by attending math and reading clubs, being involved in our school spirit and clubs that promote competitive fun as well as address the idea of wanting to belong to the school community.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii)

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

This year our team of instructional coaches, administrators and ESE teachers will sit and create a plan to start drafting a different schedule than ever before at Gulfport. This new plan will examine the resources we have to close the achievement gaps and address the grade level standards in which we will strive for our scholars to reach. We will also meet weekly to review academic achievement of our SWD scholars and meet weekly to review task and target alignment to the benchmarks as well as to the intervention. We will reflect on last year's data and determine what resources we felt like were helpful and what new resources need to be added to explicitly teach to our scholars needs.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

During our pre-school planning, we will review data of our SWD as a team (ESE teacher, regular ed teacher, coach and admin). We will then review and evaluate the use of our resources like vocabulary instruction, reading routines for fluency, assessments for gaps in learning like the core phonics or ELFAC. We will then review the data bi-monthly as well as at the end of every module and topic assessment including their overall attendance to ensure they are at school to learn.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00