

Pinellas County Schools

GULFPORT MONTESSORI ELEM SCHL



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

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, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

Ashlea Zeller

zellera@pcsb.org

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 #2

Employee's Name

Tameka Harris

harristam@pcsb.org

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 #3

Employee's Name

Anna Patterson

pattersona@pcsb.org

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.

Leadership Team Member #4

Employee's Name

Allison Hackett

hacketta@pcsb.org

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 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 ELA data and plan for intervention
- review and plan for extended learning opportunities in and out of the school day

Leadership Team Member #5

Employee's Name

Ashley Gray

graya@pcsb.org

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 #6

Employee's Name

Dayna Petruccelli

petruccellid@pcsb.org

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 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 #7

Employee's Name

Erin Gleeson

gleesone@pcsb.org

Position Title

MTSS Coach K-5

Job Duties and Responsibilities

The Primary MTSS role is in charge of scheduling and maintaining records of tiered instruction being delivered both within the classroom and outside of the classroom. The Primary MTSS Coach will support the work of the Intervention teachers and Paraprofessionals that will support the work in our PK-2 classrooms. Interventions include Nemours, UFLI, IRLA, Flamingo, Repeated Reading, ORF, using ELFAC, Running record and AIMS web as formative assessments.

The Intermediate MTSS role will focus on scheduling and maintaining records of tiered instruction being delivered both within the classroom and outside of the classroom. The Intermediate MTSS Coach will support the work of the Intervention teachers and Paraprofessionals that will support the work in our 3-5 classrooms. Interventions include: Tandum, UFLI, IRLA, Repeated Reading, ORF, NWF, using AIMS web, MAZE, & Core Phonics as formative assessments.

Leadership Team Member #8

Employee's Name

Jennifer Stevenson

stevensonj@pcsb.org

Position Title

Magnet Coordinator & Reading Interventionist

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.

The role of the reading interventionist is to build foundational reading skills through targeted instruction for our Tier 2 and Tier 3 readers. It is the responsibility of the interventionist to collaborate with all stakeholders to strategically meet the needs of each scholar. They are also responsible for the shared monitoring of the data towards grade level proficiency.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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 25-26 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 teacher assistants who interacts with scholars on a regular basis. The team shared ideas and drafted goals in 5 areas that we feel will continue to work on raising student achievement, promoting a positive culture for all and continuing to meet the needs of our scholars

and families. 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 addresses 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.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

For the 2026-2027 school year, our SIP will be monitored at the end of each quarter to address meeting our action items in pursuance of our goals. For our faculty stakeholders, we will share our goals during pre-school meetings, data PLC's and after PM1 and PM2. We will share our SIP goals to our families during our Meet the Teacher event, 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 email or newsletter form.

C. Demographic Data

2026-27 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
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: B 2023-24: B 2022-23: C 2021-22: C

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	
School Enrollment	24	39	54	62	55	45				279
Absent 10% or more school days	1	13	11	20	17	14				76
One or more suspensions	1	1	6	2	4	6				20
Course failure in English Language Arts (ELA)	0	0	0	2	3	1				6
Course failure in Math	0	0	0	1	2	7				10
Level 1 on statewide ELA assessment				8	6	3				17
Level 1 on statewide Math assessment				6	5	6				17
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	3	8	0	0				11
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	8	10	1	0				19

Current Year 2026-27

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	1	2	12	20	7	14				56

Current Year 2026-27

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	6	0	0				6
Students retained two or more times	0	0	0	2	2	0				4

Prior Year (2025-26) 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	
School Enrollment	32	60	70	71	50	53				336
Absent 10% or more school days		24	23	25	10	14				96
One or more suspensions		5	7	8	4	4				28
Course failure in English Language Arts (ELA)					1	6				7
Course failure in Math				1	2					3
Level 1 on statewide ELA assessment				11	5	6				22
Level 1 on statewide Math assessment		16	26	32	6	6				86
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)			10	8	2					20
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		8	19	14	5					46

Prior Year (2025-26) 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		12	21	27	7	11				78

Prior Year (2025-26) 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				5	5					10
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

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	51	68	62	46	64	59	39	61	57
Grade 3 ELA Achievement	60	70	61	49	67	59	38	63	58
ELA Learning Gains	60	65	63	52	62	60	52	64	60
ELA Lowest 25th Percentile	91	63	58	69	59	56	69	62	57
Math Achievement*	60	72	66	53	69	64	41	66	62
Math Learning Gains	60	69	64	55	67	63	63	68	62
Math Lowest 25th Percentile	64	56	50	75	56	51	71	58	52
Science Achievement	67	72	62	48	70	58	59	69	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					67	63		65	61

*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 (FPPi) 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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	64%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	513
Total Components for the FPPI	8
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
64%	56%	54%	38%	48%	34%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	52%	No		
Black/African American Students	65%	No		
Hispanic Students	59%	No		
White Students	47%	No		
Economically Disadvantaged Students	62%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	51%	60%	60%	91%	60%	60%	64%	67%					
Students With Disabilities	32%	50%	57%		43%	50%		82%					
Black/African American Students	54%	64%	64%	94%	60%	58%	67%	56%					
Hispanic Students	41%		44%		67%	72%		70%					
White Students	47%				47%								
Economically Disadvantaged Students	52%	57%	62%	88%	58%	60%	59%	58%					

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	46%	49%	52%	69%	53%	55%	75%	48%					
Students With Disabilities	38%	27%	60%		59%	78%							
Black/African American Students	42%	43%	47%	68%	48%	52%	71%	57%					
Hispanic Students	44%		42%		54%	50%							
White Students	75%				81%								
Economically Disadvantaged Students	45%	45%	53%	70%	51%	56%	76%	46%					

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.
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%		

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	59%	68%	-9%	60%	-1%
ELA	4	45%	66%	-21%	60%	-15%
ELA	5	48%	66%	-18%	61%	-13%
Math	3	60%	71%	-11%	66%	-6%
Math	4	66%	72%	-6%	65%	1%
Math	5	57%	69%	-12%	62%	-5%
Science	5	65%	70%	-5%	60%	5%

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?

This year Gulfport saw the most improvement in 3 areas: Science, 3rd grade ELA and Lowest Quartile in ELA.

Actions our school took for Science included explicitly teaching ELA strategies with science content text, collaboration with our VE teacher specifically in science push in, and including science at home plans during our family newsletter. These steps helped us inform our families and hold high expectations of our scholars to reach a 19% increase in science.

For 3rd grade reading, our school team approached our intervention cycle differently. We started by identifying teacher strengths and areas of success. We then matched those strengths with groups of scholars who needed to increase their proficiency based on the benchmarks that were the weakest. Each week we focused on a benchmark that needed to move as well as summarizing. These efforts came to fruition by having the most scholars proficient as of my tenure and the least amount of level 1s.

Lowest Quartile in ELA was another group that saw a great improvement. Reaching this goal can be attributed to specific reading intervention before school, during school and encouraging reading at home. Exposure to writing and retelling summaries and also filling in gaps. Reading intervention work was very specifically planned by grade level teachers and interventionists to include ELFAC data, core phonics data and reading fluency to first identify the holes and then using high yield strategies to consistently close the gaps.

Lowest Performance

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

The lowest performance area for 2025-2026 was ELA proficiency. Our contributing factors to this achievement was teacher capacity - 2 new teachers in 4th and 5th grade who were learning the curriculum and grade level expectations, scholars who did not meet their FAST goals who were previously proficient and stamina for reading and comprehending grade level text. Throughout the year we monitored their progress, continued to work with our district's gold docs and completed classroom walk-throughs to provide instructional feedback and will continue to do so for the 2026-2027 school year.

Greatest Decline

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

In comparison to the previous year, our lowest quartile in math declined from 74 to 64%. Over the years our lowest quartile achievement levels have grown making this category of scholars increasingly difficult to move a bucket. Factors such as grade level reading understanding and comprehension, numerical fluency and stamina to complete multi-step word problems continue to be areas that our team will problem solve and work towards while collaboratively planning for the 2026-2027 school year.

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 greatest gap when comparing our school data to the state data would be 4th grade ELA. The contributing factors to this gap were a lack of readiness to learn behaviors, attendance barriers and teacher growth. While we saw growth in our 2nd year teacher, we were not able to reach our goal of above 50% proficient. We also would have liked to have seen a greater commitment to the stamina of reading grade level text and the critical thinking skills to be able to achieve proficiency rates at a 3, 4 or 5 achievement level.

EWS Areas of Concern

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

One area of concern we will pay close attention to this year will be our behavior referrals and out of school suspensions for our 5th grade cohort. This cohort of students had one of the higher numbers of referrals per grade level last year. We will start the year by clearly identifying our expectations, conduct individual student conferences and incorporate mentors earlier on in the year to ensure scholars are contributing their own learning experience at school in a positive manner.

Highest Priorities

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

1. Increase overall ELA proficiency
2. Increase learning gains from our level 2 scholars in ELA
3. Increase learning gains from our level 2 scholars in Math
4. Continue to support the work of our subgroups to ensure all subgroups meet the 41% threshold or above
5. Attendance reaching our 95% goal

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

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.

During our school team review of our 2025-26 ELA data we noticed three grade levels that were below 50% proficiency. Our school team will dedicate resources and implement effective teaching practices to have all grade levels met the standard of expectation that we set for our grade levels (which would to be above 50% proficient) as measured by grade level benchmarks on STAR and FAST assessments during PM3.

Measurable Outcome

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 2026-27 school year, we would like to have all grade levels reach 50% or higher in ELA achievement as measured by the state assessment during the PM3 testing window.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

During the school year, school teams will review the grade level data as measured by STAR and FAST during PM1 & 2 testing windows. Our school team will also monitor the ELA results of school based module assessments to determine when and where interventions will be needed with benchmarks to reach our goal of all grade levels above 50% proficient.

Person responsible for monitoring outcome

Ashlea Zeller

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored

for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

During the 2026-27 school year, we want to continue to develop our scholars reading proficiency by increasing close reading strategies and writing to text in all grade levels as effective teaching practices that yield high scholar achievement results.

Rationale:

Close reading strategies matter because they push students to slow down and engage with a text at a deeper, more deliberate level, helping them notice patterns, word choices, structure, and nuance that would otherwise slip by. By teaching scholars to analyze how an author builds meaning—through diction, imagery, syntax, and tone—close reading strengthens critical thinking and supports more evidence-based interpretations. It also encourages scholars to connect ideas across a text, question assumptions, and develop richer insights, making their reading more active and purposeful.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Close Reading and Jot Strategies to Write What You Know

Person Monitoring:

Ashlea Zeller

By When/Frequency:

Each week during planning

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

During weekly planning, teams will discuss a variety of strategies as discussed in TWR book that contribute to scholars recognizing ways to interact and write to the text (for example the because, but, so strategy). Doing this work during planning will allow our team to build teacher capacity and create sample scholar responses that can act as exemplars. This work can then be brought to planning to be evaluated and drive the conversation towards mastery of the next benchmark.

Action Step #2

Collaborative Planning for Effective Tier 1 Instruction

Person Monitoring:

Ashlea Zeller

By When/Frequency:

Weekly during ELA planning

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

During the weekly ELA planning for 3-5, Coach Hackett will discuss grade level benchmarks to ensure teachers are teaching to the depth of the benchmark using the gold docs from the district ELA department. The intermediate grade levels will focus on creating questions, jot strategies and creating exit tickets that help teachers determine the scholars mastery understanding of each benchmark. During the weekly ELA planning for PK-2, Coach Teasdale & AP Harris will directly align planning to materials and resources needed for Flamingo reading groups and UFLI instruction. During the Flamingo planning time, resources and supports will be tied to scholar achievement as measured by the ELFAC assessment tool. During the weeks where module planning occurs, the grade level

benchmarks will serve as the driving force for planning and discussion to ensure teachers are teaching towards mastery. Scholar work, shared reading and writing samples will be shared and expected to guide an in-depth conversation towards mastery of ELA benchmarks.

Action Step #3

Data Chats and Performance Discussions for Scholars and Families

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:

Teachers will be required to display data in their classrooms and surrounding areas to increase the desire to know how they are performing on state assessments in relation to the proficiency goal. Each month, scholars will meet with their respective reading instructor to review classroom performance on academic tasks, review usage of technology interventions and complete fluency checks in between PM assessment windows. Sharing relative data with families monthly will continue to be our practice for supporting growth in all readers. Primary grade levels will use ELFAC and small group observations to guide discussions and intermediate grade levels will use Amira, core phonics, and ORFs to relay relevant grade level reading performance.

Action Step #4

Promoting Reading Across Genres Before, During and After the School Day

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:

Each month our grade level teams will promote the monthly reading at home plan. We will sync our in school efforts with sharing resources for at home reading. The goal will continue to be expanding reading efforts in all areas, developing reading at home plans that support the use of books as well as technology and continuing to register scholars who qualify for the New World's Reading initiative. We will also continue our shared reading efforts in the classroom and during lunch from older scholars to younger scholars to connect our learning community and create positive relationships between intermediate and primary learners.

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

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.

During our review of the 2025-26 data, our school team has decided to continue our focus in Math around proficiency and numeracy fluency. We noticed the need for increased proficiency in 2nd grade as well as in our lowest quartile of scholars in 3rd, 4th and 5th grade.

Measurable Outcome

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 2026-27 school year, our school team would like to see every grade level perform above 60% in their perspective tetsting platofrm (either FAST or STAR).

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

During the school year, administration will review data from PM assessments 1 and 2 as well as school wide topic assessments to ensure grade levels are meeting our school wide goal. This data will be shared during weekly PLCS as well as monthly faculty meetings. Teachers will also use this dat to drive discussions with families and share resources to increase numeracy practice at home using Math 4 ALI.

Person responsible for monitoring outcome

Tameka Harris

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

During the 2026-27 school year, math teachers will continue to use Achievement Level Descriptors and the Big M & MTR's to plan weekly lessons and exit slips to monitor scholar achievement towards proficiency and beyond during collaborative weekly planning.

Rationale:

Using the Big M and ALDs in math planning provides a clear, intentional structure that helps teachers align daily instruction with long-term learning goals. The Big M anchors a unit so students repeatedly return to the core concept, building coherence and depth rather than treating skills as isolated tasks. ALDs (Achievement Level Descriptors) then act as a roadmap for progression, showing how student understanding develops from emerging to mastery. Using these resources together, helps our teachers design lessons that target specific cognitive moves, anticipate misconceptions, and differentiate instruction with purpose. This combination ensures that each activity, discussion, and assessment meaningfully advances students toward the Big M, making planning more focused, equitable, and instructionally powerful.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Collaborative Planning for All Math Teachers

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:

Teachers will use the Big M and ALDs as appropriate for the grade level and write warm ups, problems to use during explicit instruction and exit slips to closely monitor scholar accuracy within each benchmark.

Action Step #2

Use of Aggressive Monitoring Tools towards Accuracy

Person Monitoring:

Ashlea Zeller

By When/Frequency:

Weekly during Classroom Walkthroughs

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

By continuing to develop our teachers understanding about monitoring to take action, our teachers will engage in aggressive monitoring work that helps shift their teaching practice towards 100% scholar understanding. By using these tools, instructional staff can make in the moment decisions about moving forward, reteaching or small group adjustments that lead to greater scholar understanding of each mathematical benchmark.

Action Step #3

Use of Math Technology

Person Monitoring:

Ashley Gray

By When/Frequency:

Weekly through platform reports

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

Our scholars in all grade levels will be expected to use Dreambox as indicated by the program (k-2 = 5 lessons, 3-5 = 10 lessons) This program continues to push towards fact fluency and understanding how to use numeracy knowledge to solve complex problems.

Action Step #4

Use of Running Records to Guide Practice

Person Monitoring:

Ashley Gray

By When/Frequency:

Fall & Spring Semester

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

By using the running records for mathematical operations, we are able to determine the effectiveness of our scholars' mathematical processes and make adjustments as needed. These two assessments also help us intervene with specific strategies that may help scholars adopt a more effective, more accurate system for solving addition and multiplication problems.

Action Step #5

Use of BME problem solving tool

Person Monitoring:

Ashlea Zeller, Ashley Gray, Tameka Harris

By When/Frequency:

Monthly during whole staff PLC

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

As a school team, we will roll out the Beginning, Middle and End problem solving routine. Our math coach and administration will ensure all teachers of math are provided with explicit instructions on how to use this strategy and when to implement in the teaching of different topics. The strategy will specifically be used for word problems.

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**

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.

Science proficiency rose to its highest level since reporting started with Science assessments during the 2025-26 school year. While reviewing results, we continue to determine the importance of science content knowledge and vocabulary instruction as well as science instruction in 3rd and 4th grade. This explicit instruction is imperative to scholar's mastery of grade level content.

Measurable Outcome

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 school goal for Science during the 2026-27 school year, will be to raise our proficiency to 70% and compete within the top tier of elementary schools within our school district.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Our school's onsite science coach and administration will monitor assessments during the school year and make instructional decisions based on assessment results. We will also monitor ELA assessments in collaboration with the ELA coach as we know the science assessment is tied directly to reading comprehension.

Person responsible for monitoring outcome

Ashlea Zeller

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the

evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Science Exploration through Experiments & Close Reading

Rationale:

Explicit experimentation is essential in strong science instruction because it turns abstract ideas into concrete, observable experiences. When our scholars directly manipulate materials, test variables, and witness outcomes, they build deeper conceptual understanding and develop authentic scientific reasoning skills. Clear, explicit guidance during experiments helps learners connect each action to the underlying scientific principle rather than simply “following steps.” This approach cultivates curiosity, creates critical thinking opportunities, and helps scholars with navigating real-world scientific problems.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Hands On Experiments

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:

During the school year, Our grade level teams in collaboration with our science coach will intentionally plan to use the science lab and classrooms to conduct science experiments. These experiments will directly align to grade level benchmarks and allow for a deeper understanding of the science topic/content.

Action Step #2

Technology Support - Study Island

Person Monitoring:

Dayna Petruccelli

By When/Frequency:

Monthly

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

Our school science coach will continue to use and monitor use of Study Island, a technology-based resource for science practice. During this time, goals will be set for lesson completion, and scholars will be celebrated for meeting or exceeding such progress.

Action Step #3

Power 60 Vocabulary Instruction

Person Monitoring:

By When/Frequency:

Dayna Petruccelli

Weekly in Spring Semester

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

During the spring semester, scholars will engage in specific, explicit vocabulary instruction tied directly to science content knowledge. This instruction will continue to focus on word parts, connection between content and text and the real-world application of science instruction.

Action Step #4

STEM club & Science Club

Person Monitoring:

Dayna Petruccelli

By When/Frequency:

After school weekly

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

During the school year, we will encourage scholars to participate in our science club offerings. We want to increase the numbers of scholars who have the opportunity to experiment with hands-on science, build robots and other STEM models and create opportunities to explore real-world science problems as a true scientist.

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)**Area of Focus Description and Rationale**

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.

Instructing scholars with special needs and Black scholars to proficiency means committing to excellence as the expectation for every learner, not the exception. This requires designing instruction that is rigorous, culturally responsive, and accessible, while building relationships that affirm students' identities and strengths. When we use high-impact strategies like universal design for learning, culturally relevant pedagogy, and data driven instruction, our teachers create pathways for our scholars to reach proficiency. Excellence becomes achievable when our scholars see themselves reflected in the curriculum, receive targeted supports, and are consistently challenged with meaningful, grade-level work. This approach reinforces the belief that every scholar - regardless of ability or background - deserves and is capable of the highest academic outcomes.

Measurable Outcome

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.

During the 2026- 2027 school year, our goal will be to continue to grow in proficiency for both

subgroups. We would like to have both our ESE scholars and Black scholars achieve at 62% or higher as measured by the FAST assessment during PM3.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

During the school year, our school team, VE teachers and grade level teams will monitor data during our data PLC's and collaborative planning. Planning with the end in mind and seeking ways to continue to use specially designed instruction will remain the focus when discussing scholars who are a part of each targeted subgroups.

Person responsible for monitoring outcome

Ashlea Zeller

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Specifically Designed Instruction (SDI) is the intentional, individualized teaching approach used to ensure scholars with disabilities can access grade-level content and make meaningful progress. SDI adapts how, where, and what instruction looks like, without lowering expectations, so students receive targeted support aligned to their IEP goals.

Rationale:

Effective SDI blends evidence-based strategies, scaffolded tasks, and ongoing data collection to remove barriers while maintaining rigor. When our school team implements individualized interventions, integrate accommodations, and modifications, and use progress monitoring tools, scholars experience instruction that is both accessible and challenging. This approach reinforces the belief that every learner can achieve excellence when provided with the right tools and intentional support.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Culturally relevant instruction centers students' identities, experiences, and community knowledge as essential parts of learning, making academic content more meaningful and empowering.

Rationale:

When our teachers intentionally connect lessons to students' cultural backgrounds, languages, and lived realities, they validate who learners are while expanding what they can do. This approach strengthens engagement, deepens comprehension, and builds critical thinking because students see themselves reflected in the curriculum. Culturally relevant teaching cultivates belonging and equips

students to navigate the classroom with confidence.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Collaborative Planning - ESE & General Education Teachers

Person Monitoring:

Ashlea Zeller

By When/Frequency:

Weekly in both ELA & Math

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

VE teachers will collaboratively plan with general education teachers to discuss the model and use of SDI to construct a plan for each benchmark being taught that week.

Action Step #2

Pop Up Academies

Person Monitoring:

Ashlea Zeller

By When/Frequency:

Monthly reminders

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

Administration will ensure VE teachers are attending and sharing information from the district ESE pop up academies to assist in using SDI and other high-yield strategies that directly correlate to proficient academic results.

Action Step #3

Relevant Reading Materials

Person Monitoring:

Tameka Harris

By When/Frequency:

Start of the school year

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

Our school administration will continue to work with our LMT and our school-based ELA champs to ensure our scholars have access to books where they can see themselves. Our team will focus on creating classroom libraries with relevant texts and POD libraries to encourage reading and exploring adventures through books.

Action Step #4

Close Reading Strategies

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:

Our ELA coach will continue to help teachers deepen their understanding of teaching specific, explicit

reading jots. These 3 word jots help scholars connect to the text, ask questions about the text and think critically about the information they are being asked to read.

Action Step #5

Written Summaries through The Writing Revolution 2.0 PD

Person Monitoring:

Ashlea Zeller

By When/Frequency:

Monthly PD

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

Our teachers will continue to add strategies to their toolbox for direct written summary response. During the monthly PD time, we will continue to focus on ways that scholars can document their understanding of what they have read and write to a prompt or question that asks them to analyze or synthesize the grade level text. We will continue to intentionally create spaces for scholars to have opportunities to think and write.

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)

Area of Focus Description and Rationale

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.

During our school team review of our 2025-26 ELA data we noticed three grade levels that were below 50% proficiency. Our school team will dedicate resources and implement effective teaching practices to have all grade levels met the standard of expectation that we set for our grade levels (which would be above 50% proficient) as measured by grade level benchmarks on STAR and FAST assessments during PM3.

Measurable Outcome

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 2026-27 school year, we would like to have all grade levels reach 50% or higher in ELA achievement as measured by the state assessment during the PM3 testing window.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

During the school year, school teams will review the grade level data as measured by STAR and FAST during PM1 & 2 testing windows. Our school team will also monitor the ELA results of school based

module assessments to determine when and where interventions will be needed with benchmarks to reach our goal of all grade levels above 50% proficient.

Person responsible for monitoring outcome

Ashlea Zeller

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

During the 2026-27 school year, we want to continue to develop our scholars reading proficiency by increasing close reading strategies and writing to text in all grade levels as effective teaching practices that yield high scholar achievement results.

Rationale:

Close reading strategies matter because they push students to slow down and engage with a text at a deeper, more deliberate level, helping them notice patterns, word choices, structure, and nuance that would otherwise slip by. By teaching scholars to analyze how an author builds meaning through diction, imagery, syntax, and tone, close reading strengthens critical thinking and supports more evidence-based interpretations. It also encourages scholars to connect ideas across a text, question assumptions, and develop richer insights, making their reading more active and purposeful.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Close Reading & Jot Strategies

Person Monitoring:

Ashlea Zeller

By When/Frequency:

Weekly during PLCs

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

During weekly planning, teams will discuss a variety of strategies as discussed in TWR book that contribute to scholars recognizing ways to interact and write to the text (for example the because, but, so strategy). Doing this work during planning will allow our team to build teacher capacity and create sample scholar responses that can act as exemplars. This work can then be brought to planning to be evaluated and drive the conversation towards mastery of the next benchmark.

Action Step #2

ELA Champs

Person Monitoring:

Ashlea Zeller

By When/Frequency:

3 Meetings by Semester

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

Our school team has nominated effective reading teachers to continue learning and growing their own practice by attending the ELA champs professional development. These teachers will then return to school to share the new learning with all staff members who interact with scholars and text. These best practices will continue to encourage our teachers to produce high quality lessons and require scholars to think about what they are reading.

Action Step #3

Co-teaching & Side by Side Coaching

Person Monitoring:

Deanna Teasdale & Allison Hackett

By When/Frequency:

As Needed Weekly

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

During our weekly classroom visits, we will identify and tier teacher support. As a coaching team we will first seek to identify specific instructional practices that can be coached or demonstrated in the classroom to positively impact the teacher effectiveness. Then the coaches will meet with the admin team to discuss and create a push in plan. During the time of collaboration, administration will observe and provide feedback to both the coach and teacher. Once demonstrated at a level of mastery felt comfortable by admin and the teaching team, another area can be addressed or reinforcing work can happen within the same area until mastery has been observed.

IV. Positive Learning 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.

For the 2026-27 school year we will continue to focus on attendance for scholars at our school. Regular attendance is essential for elementary-age students because it helps build strong academic skills, positive habits, and meaningful relationships with teachers and classmates. When students attend school consistently, they are able to participate in daily lessons, practice important concepts, and stay on track with their learning goals. Good attendance also supports social and emotional development by allowing children to engage in classroom activities, collaborate with peers, and feel connected to their school community.

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 school goal for the 2026-27 school year, will be to have our school's average daily attendance reach 95%.

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.

At each month's CST meeting for PK-2 and then 3-5 we will discuss attendance by grade level. We will use the data dashboard in Data Analytics to help monitor the trends of scholars who are in our 10% or more category and those who are in our 20% or more category and need an early intervention to improve their attendance early.

Person responsible for monitoring outcome

Ashlea Zeller

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Data Display - Whole School Average Daily Attendance

Rationale:

Displaying attendance data in clear, accessible ways helps scholars and families understand patterns, celebrate progress, and take action before absences become chronic. When we share visual data and weekly updates students can see how their presence connects to goals, incentives, and academic growth. This transparency encourages ownership, strengthens communication, and allows our school team to intervene early. Over time, consistent visibility of attendance trends helps reduce time out of school by making progress tangible and reinforcing the message that every day matters.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Window Display

Person Monitoring:

Ashlea Zeller

By When/Frequency:

Each week

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

The principal will use her office windows to display the average daily attendance for each week. Every grade level will be included in the display. This display can be seen by all visitors who enter the school and who travel through the car line.

Action Step #2

Weekly Phone Home - Conversations about Attendance

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:

During our weekly phone/email home, the principal will include average daily attendance numbers in competition format. Each week the winning grade level will be announced. Each grade level who meets the 95% goal will also be announced and shared.

Action Step #3

Beat the Bell

Person Monitoring:

Tameka Harris

By When/Frequency:

Twice a month

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

During our morning announcements, our AP will make a seat number announcement. During this start of the school time, if a scholar is in that seat, they will be able to claim their prize at lunch. Tickets will be given out by teachers so it will not disrupt learning time, but reinforce that coming to school every day and on time is imperative for academic growth.

Area of Focus #2

Positive Behavior and Intervention System (PBIS)

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.

A positive learning environment grows from clear expectations, consistent routines, and authentic relationships that help scholars feel valued, safe, and motivated. During the 2026-2027 school year, we will continue to implement our PRIDE expectations and teach scholars about positive behaviors and how to appropriately express themselves. This approach naturally lowers behavioral incidents because scholars understand what is expected, feel connected to the classroom community, and have the tools to manage challenges constructively. Over time, the classroom becomes a space where learning thrives and disruptions diminish.

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.

During the 2026-27 school year, our goal will be to continue to lower the number of scholars who are receiving referrals by 10%.

Our school team would also like to address our risk ratio for black scholars and discipline. Last school year, our risk ratio for black scholars receiving referrals was lower than the district average, however, we would like to continue to work towards having zero difference between black and non-black scholars with discipline referrals.

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 team will continue to monitor data during the school year by referring to our data dashboard for discipline. Data will be referenced during monthly PLCs with all relevant staff, emails to school wide staff and discussed during the behavior portion of our MTSS CST meeting.

Person responsible for monitoring outcome

Anna Patterson

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Positive Behavioral Interventions and Supports (PBIS) PBIS creates a structured, proactive framework that helps us build a culture where scholars know what success looks like and feel supported in reaching it.

Rationale:

By explicitly teaching expectations, reinforcing positive choices, and using data to guide interventions, PBIS reduces behavioral incidents and increases academic engagement. When our teachers consistently apply tiered supports, celebrate positive behaviors, and collaborate on schoolwide expectations, students experience a predictable, encouraging environment at Gulfport.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Displaying the Data

Person Monitoring:

Anna Patterson

By When/Frequency:

Twice a Month/MTSS meetings

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

During each MTSS ABC meeting (PK-2) and (3-5) out school team will discuss the effect of our PBIS system. We will address questions like who has the referrals, where are they happening and what next steps need to be taken to move forward in correcting the problem if one exists.

Action Step #2

Bulldog Bash Celebrations

Person Monitoring:

Ashlea Zeller

By When/Frequency:

Quarterly

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

The school team will collaborate to host 3 Bulldog Bash ceremonies throughout the year in alignment with the marking periods. These celebrations will highlight scholars who are being successful not only academically but also behaviorally with citizen of the month and Upstander Bulldog awards. These awards will recognize the desired behavior we are seeking from all scholars who attend Gulfport.

Action Step #3

Publication "The Word"

Person Monitoring:

Anna Patterson

By When/Frequency:

Weekly on Wednesday

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

During the school year, our behavior specialist in collaboration with administration will publish the weekly "The Word". This reference tool for teachers gives examples of strategies, techniques and shared stories for teaching behavior. These simple one pagers explicitly share tools that can be implemented right away in classrooms that directly impact areas of need at the school level.

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

<https://www.pcsb.org/Page/4813>

The SIP plan will be shared with teachers and staff during our opening breakfast. Each teacher and staff member will have the opportunity to add any additional feedback during this gallery walk activity. Parents and guardians will have the opportunity to review the SIP during our Meet the Teacher event. They too will be able to review our Areas of Focus and leave feedback for any additional changes or suggestions for improvement. Updates will be shared throughout the year on our weekly phone homes, newsletters and at our quarterly Bulldog Bash.

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

At Gulfport, we believe communication is key to helping our scholars succeed. We will continue to send weekly phone calls and emails to our family to notify them of events and activities that are taking place at the school level. Each week, teachers will send a newsletter to identify benchmarks, skills and strategies that they can do at home to promote reading, math, science and social studies work that supports our school goals. We will also create a calendar for yearly events that support our families staying informed. Nights like our tricks for reading or data showcase continue to empower

and inform our families and community stakeholders about our way of work to improve student achievement.

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

As we promote and raise student achievement, we will continue to offer opportunities to think throughout and beyond the instructional day. Offering before school tutoring, after school clubs, lunch time learning and extra curriculars that teach to the whole child, gives our scholars and families opportunities to engage in activities that improve overall learning.

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Our plans are developed through a process of survey gathering with all stakeholders. By asking each member of the staff, community and families we are able to gather a large-scale picture of the need and the desire for funding to be allocated in alignment with the goals we have set for the school year. Our student services team works with local businesses and other entities to provide Pack a Snack, counseling and mental health supports, as well as community supports like dental care, laundry services and housing needs.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Our student service team along with our Behavior Specialist specifically focus on our student need. Each member of the team will continue to offer in school and outside of school resources that address mental health, feelings of belonging and safety and support for outside factors that influence school performance.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Scholars are given opportunities to learn about college and the workforce through our Teach-In day and also in 5th grade through Enterprise Village.

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Our PBIS team in collaboration with our AP and Behavior specialist will continue to meet to develop plans that address our need to reduce problem behaviors. To reduce these behaviors our student service team and teachers will create plans that incorporate restorative practices. We will also use training moments to teach our staff about calm down corners, positive interventions prior to reactive outbursts and spaces where scholars can be heard and seen. Using a check in and out system, our scholars will have a mentor to review expectations, share beliefs and commitments and ensure their voices are heard for concerns or things that may be bothering them and interfering in the learning day.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Teachers at Gulfport attend weekly planning sessions and after school collaborative planning to address scholar achievement and teacher clarity. Our school also encourages teachers to attend district level module rollouts and topic trainings to develop and plan engaging lessons that match the depth of the benchmarks.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

For our earliest learners, we promote the importance of attending school. We support families with daily communication, knowledge of assessments, skills that prepare them to enter Kindergarten and ways in which at home activities support the work that happens at school.

At Gulfport, we support our early learning through a 3-year old classroom full day, 2 VPK classrooms and 1 PK Sensory classroom for scholars who have been identified as having ASD.

During our Ready, Set Kindergarten event we support the transition to kindergarten by showcasing what skills look like, what families can expect and how the way of work in Kindergarten now looks with a focus on alphabet principles and mathematical concepts.

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 (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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