

Pinellas County Schools

# GULFPORT MONTESSORI ELEM SCHL



## 2025-26 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

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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)

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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

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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

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## A. School Mission and Vision

### Provide the school's mission statement

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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

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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

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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](mailto:harristam@pcsb.org)

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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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](mailto:pattersona@pcsb.org)

### **Position Title**

Behavior Specialist

### **Job Duties and Responsibilities**

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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

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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

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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 & MTSS 3-5

### Job Duties and Responsibilities

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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

The Intermediate 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 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 assessment.

## Leadership Team Member #7

### Employee's Name

Erin Gleeson

gleesone@pcsb.org

### Position Title

Reading Interventionist & MTSS PK - 2

### Job Duties and Responsibilities

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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.

The Primary 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 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.

## Leadership Team Member #8

### Employee's Name

Conchita Davis-Walker

davisco@pcsb.org

### Position Title

Magnet Coordinator

### Job Duties and Responsibilities

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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.

## 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.*

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- To develop the School Improvement Plan, our school team met to discuss the work from the 24-25 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 our school secretary who interacts with scholars on a regular basis. 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.

### **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)).

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For the 2025-2026 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

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)</b> <b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)</b> <b>HISPANIC STUDENTS (HSP)</b> <b>WHITE STUDENTS (WHT)</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2024-25: B</b> <b>2023-24: B</b> <b>2022-23: C</b> <b>2021-22: C</b> <b>2020-21:</b>

## D. Early Warning Systems

### 1. Grades K-8

#### Current Year 2025-26

Using 2024-25 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	32	60	70	71	50	53				336
Absent 10% or more school days	0	24	23	25	10	14				96
One or more suspensions	0	5	7	8	4	4				28
Course failure in English Language Arts (ELA)	0	0	0	0	1	6				7
Course failure in Math	0	0	0	1	2	0				3
Level 1 on statewide ELA assessment	0	0	0	11	5	6				22
Level 1 on statewide Math assessment	0	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)	0	0	10	8	2	0				20
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	8	19	14	5	0				46

#### Current Year 2025-26

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	12	21	27	7	11				78

#### Current Year 2025-26

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	5	5					10
Students retained two or more times	0	0	0	0	0	0				0

**Prior Year (2024-25) 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		39	26	19	19	20				123
One or more suspensions		3	2	5	1	6				17
Course failure in English Language Arts (ELA)					3					3
Course failure in Math										0
Level 1 on statewide ELA assessment				10	6	11				27
Level 1 on statewide Math assessment				7	3	10				20
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
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

**Prior Year (2024-25) 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		4	6	6	5	16				37

**Prior Year (2024-25) 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				12						12
Students retained two or more times						1				1

## 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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	46	64	59	39	61	57	36	54	53
Grade 3 ELA Achievement	49	67	59	38	63	58	24	54	53
ELA Learning Gains	52	62	60	52	64	60			
ELA Lowest 25th Percentile	69	59	56	69	62	57			
Math Achievement*	53	69	64	41	66	62	42	61	59
Math Learning Gains	55	67	63	63	68	62			
Math Lowest 25th Percentile	75	56	51	71	58	52			
Science Achievement	48	70	58	59	69	57	51	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	67	63		65	61		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 (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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	56%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	447
Total Components for the FPPI	8
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
56%	54%	38%	48%	34%		42%

\* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

\*\* Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.



C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	54%	No		
Hispanic Students	48%	No		
White Students	78%	No		
Economically Disadvantaged Students	55%	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.

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%		

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%					

## 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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	47%	65%	-18%	57%	-10%
ELA	4	50%	62%	-12%	56%	-6%
ELA	5	38%	61%	-23%	56%	-18%
Math	3	49%	68%	-19%	63%	-14%
Math	4	69%	68%	1%	62%	7%
Math	5	37%	65%	-28%	57%	-20%
Science	5	45%	67%	-22%	55%	-10%

### III. Planning for Improvement

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#### 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?

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Our largest area of growth was in proficiency in Math grades 3-5. Our school intentionally worked in the following areas:

- Planning with teachers & interventionists
- Data review using benchmark tables and the BIG M
- Adding exit slips & formative assessments using previous year's FAST data
- Increasing small group instruction before school, during lunch and after school

##### **Lowest Performance**

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

---

Science was our lowest scoring cell overall. There really were no outstanding factors in the data other than scholars who were predicted to score level 3 scored a level 2. Due to this fact, our overall proficiency number was decreased from the previous year.

##### **Greatest Decline**

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

---

Science was our greatest decline with 11 percentage points. We also saw a decline in Math learning gains. Both of these areas can be attributed to the level of overall achievement not being met on the FAST PM3 assessment. Areas we believe we will need to focus on as potential contributing factors:

- attendance of scholars
- higher level questions being asked within the math/science classrooms
- open ended questions that allow more opportunities to think
- independent, productive struggle

##### **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.

---

We recognize our school results for the 24-25 school year showed the greatest gap in our 5th grade math and reading scores compared to the state. As a school, we have made adjustments to our teaching staff and will continue to support the efforts in teacher understanding working with 5th grade benchmarks. We will also focus on the greatest gap of scholars we will still have on our campus which will be our 4th graders in the area of Math. During the 24-25 testing year, they had the next largest gap between them and the state at 14%. Our work there will consist of fidelity checks for teaching to the level of the benchmark, resources for additional practice in the FAST style question way and ensuring a spiral review throughout the year to close gaps in identified benchmarks after our data dive.

### **EWS Areas of Concern**

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

---

Over the last few years at Gulfport, we have continued to focus on attendance as an area of concern. While we have seen improvements in grades 3-5, we will continue to work with families to understand the importance of attending school every day. Our primary attendance still has a large percentage of scholars who miss more than 10% of the school year.

### **Highest Priorities**

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

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Our highest priorities for improvement for the 25-26 school year will be:

- Improving learning gains in both ELA & Math (focusing on raising the level of instruction within the classroom)
- Improving overall attendance to 95% school wide daily average
- Improving ELA , Science and 3rd grade ELA proficiencies to % above 50
- Increasing our lowest quartile in both ELA & Math to 75 or above
- Improving our behavior data to include fewer OSS days

## 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.

---

At Gulfport, we would like to advance our scholars thinking through writing across the content areas and grade-levels. We will approach this area of focus by concentrating on activities and experiences that create teacher clarity, cognitive engagement with content, and writing to learn.

#### 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.

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As we provide more engaging opportunities to write to learn and collaboratively plan advanced thinking opportunities with teachers, our work should yield higher percentages in proficiency. Our goal will be to have ELA proficiency rise 3-5%.

#### Monitoring

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

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We will monitor this goal by attending weekly planning sessions for each content area, review school wide and state assessments, observe the teaching practice in our K-5 classrooms and use our walkthrough tool to provide timely feedback on student engagement.

#### 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:



Teacher clarity

**Rationale:**

When focusing on Teacher Clarity, it is important for teachers to have daily learning targets and critical content in mind when presenting content. Teachers also need to be able to provide effective feedback on and for learning. To do this, there needs to be a clear understanding of the learning goals that are aligned to the standards. Understanding the depth and breadth of the standards will support this work.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #2:**

Cognitive Engagement with Content

**Rationale:**

As teachers become more skilled in this strategy, they will see remarkable changes in students' abilities to process and understand new content because they are able to identify which content is critical and understand how learned content scaffolds in complexity. A classroom of scholars identifies critical content within standards, but also studies, recognizes, and celebrates as knowledge grows increasingly more sophisticated.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #3:**

Writing to Learn

**Rationale:**

Writing may be the most powerful teaching tool we have. Research tells us that writing, thinking, and reading are indelibly linked. Writing is the key to unlocking the other two. Studies have found that when students at any grade level write about texts they have read and content they have been taught – not just in English, but also in social studies, science, and math – their reading comprehension and learning is enhanced. Writing about reading (and other content) forces students to retrieve it in a way that lodges it in their long-term memories. Cognitive scientists call this retrieval practice. Teaching writing about reading (and other content) can be tantamount to teaching students how to think critically. Having students write about what they are learning can yield greater benefits than favored techniques such as discussion, projects, and group work.

**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

**Person Monitoring:**

Allison Hackett, Annie Zuercher

**By When/Frequency:**

Weekly planning throughout the 25-26 school year

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

During collaborative planning, teachers and coaches will synthesize the benchmarks, benchmark clarifications, and content limits to fully understand the expected outcomes that carry the full weight of the standards. They will create opportunities for students to engage in advanced thinking to demonstrate their understanding of the benchmark.

**Action Step #2**

Explicit lessons in writing

**Person Monitoring:**

Allison Hackett, Ashlea Zeller, Tameka Harris

**By When/Frequency:**

Monthly during planning and observations

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

During planning, emphasis will be placed on teaching sentence-level activities to develop knowledge and analytical abilities while simultaneously enabling students to learn the mechanics of sentence construction.

**Action Step #3**

Writing to learn to demonstrate understanding

**Person Monitoring:**

Content Coaches &amp; administration

**By When/Frequency:**

All year during weekly observations

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

Teachers will use writing to monitor student comprehension of material that has been taught, determine your next instructional steps, and provide effective feedback that will move students forward.

**Action Step #4**

Cognitive engagement

**Person Monitoring:**

Ashlea Zeller

**By When/Frequency:**

Monthly after school meeting &amp; classroom walkthroughs

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

Each month during our weekly after school planning sessions, we will focus on a different area of cognitive engagement: asking higher order questions, making connections, reflecting on one's thinking, elaboration and actively participating in academic discourse

**Action Step #5**

Book Study: Writing Revolution

**Person Monitoring:**

Ashlea Zeller &amp; Tameka Harris

**By When/Frequency:**

monthly PD

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

During the year, teachers will focus on a variety of components within the book. Administration will

also be shown different writing strategies so the work can monitored within the classroom.

### **Action Step #6**

Gamify the content

#### **Person Monitoring:**

Tameka Harris

#### **By When/Frequency:**

Monthly/weekly usage reports

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

Scholar usage of Istation/Amira along with other school based platforms will be used to gamify learning. Usage reports will be shared and competitions will be held to promote desired usage for all grade levels.

### **Action Step #7**

Book Clubs

#### **Person Monitoring:**

Allison Hackett

#### **By When/Frequency:**

Weekly meetings throughout the school year

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

Book clubs will meet before school to read titles from the BEST list, Battle of the Books or Boys Read book selections.

## **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.

At Gulfport, we would like to advance our scholars thinking through writing across the content areas and grade-levels. We will approach this area of focus by concentrating on activities and experiences that create teacher clarity, cognitive engagement with content, and writing to learn in Math.

#### **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.

As we provide more engaging opportunities to write to learn and collaboratively plan advanced thinking opportunities with teachers, our work should yield higher percentages in proficiency. Our goal will be to raise Math proficiency by 3-5%.

#### **Monitoring**

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

We will monitor this goal by attending weekly planning sessions for each content area, review school wide and state assessments, observe the teaching practice in our K-5 classrooms and use our walkthrough tool to provide timely feedback on student engagement.

**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:**

Teacher Clarity

**Rationale:**

When focusing on Teacher Clarity, it is important for teachers to have daily learning targets and critical content in mind when presenting content. Teachers also need to be able to provide effective feedback on and for learning. To do this, there needs to be a clear understanding of the learning goals that are aligned to the standards. Understanding the depth and breadth of the standards will support this work.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #2:**

Writing lessons connected to math content

**Rationale:**

During planning, emphasis will be placed on teaching sentence-level activities to develop knowledge and analytical abilities while simultaneously enabling students to learn the mechanics of sentence construction, especially to support understanding of math word 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**

Collaborative Planning

**Person Monitoring:**

Ashley Gray

**By When/Frequency:**

Weekly during the school year

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

**step:**

During collaborative planning, teachers and coaches will synthesize the benchmarks, benchmark clarifications, and content limits to fully understand the expected outcomes that carry the full weight of the standards. They will create opportunities for students to engage in advanced thinking to demonstrate their understanding of the benchmark.

**Action Step #2**

Cognitive engagement

**Person Monitoring:**

Ashlea Zeller

**By When/Frequency:**

Weekly planning after school

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

Each month during our weekly after school planning sessions, we will focus on a different area of cognitive engagement: asking higher order questions, making connections, reflecting on one's thinking, elaboration and actively participating in academic discourse.

**Action Step #3**

Gamify the content

**Person Monitoring:**

Ashlea Zeller

**By When/Frequency:**

Weekly reports

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

Scholar usage of Dreambox & Edmentum along with other school based platforms will be used to gamify learning. Usage reports will be shared and competitions will be held to promote desired usage for all grade levels.

**Action Step #4**

After School Math Club

**Person Monitoring:**

Ashley Gray & Jennifer Stevenson

**By When/Frequency:**

Weekly meetings

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

During our after school monthly club, scholars will be able to practice on benchmarks that are not being met and mastered. Data will be used from Data Analytics to create plans for the week and invite students who are level 1 or level 2s for one group and proficiency for another group.

**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.

At Gulfport, we would like to advance our scholars thinking through writing across the content areas and grade-levels. We will approach this area of focus by concentrating on activities and experiences

that create teacher clarity, cognitive engagement with content, and writing to learn.

### **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.

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As we provide more engaging opportunities to write to learn and collaboratively plan advanced thinking opportunities with teachers, our work should yield higher percentages in proficiency. Our goal will be to have Science proficiency be 60%.

### **Monitoring**

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

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We will monitor this goal by attending weekly planning sessions for each content area, review school wide and state assessments, observe the teaching practice in our K-5 classrooms and use our walkthrough tool to provide timely feedback on student engagement.

### **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:**

Teacher Clarity

#### **Rationale:**

When focusing on Teacher Clarity, it is important for teachers to have daily learning targets and critical content in mind when presenting content. Teachers also need to be able to provide effective feedback on and for learning. To do this, there needs to be a clear understanding of the learning goals that are aligned to the standards. Understanding the depth and breadth of the standards will support this work.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

#### **Description of Intervention #2:**

Cognitive Engagement within Science

#### **Rationale:**

As teachers become more skilled in this strategy, they will see remarkable changes in students' abilities to process and understand new content because they are able to identify which content is critical and understand how learned content scaffolds in complexity. A classroom of scholars identifies

critical content within standards, but also studies, recognizes, and celebrates as knowledge grows increasingly more sophisticated.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #3:**

Writing to Learn

**Rationale:**

Writing may be the most powerful teaching tool we have. Research tells us that writing, thinking, and reading are indelibly linked. Writing is the key to unlocking the other two. Studies have found that when students at any grade level, write about texts they have read and content they have been taught – not just in English, but also in social studies, science, and math – their reading comprehension and learning is enhanced. Writing about reading (and other content) forces students to retrieve it in a way that lodges it in their long-term memories. Cognitive scientists call this retrieval practice. Teaching writing about reading (and other content) can be tantamount to teaching students how to think critically. Having students write about what they are learning can yield greater benefits than favored techniques such as discussion, projects, and group work.

**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

**Person Monitoring:**

Dayna Petruccelli

**By When/Frequency:**

bi-weekly meeting

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

During collaborative planning, teachers and coaches will synthesize the benchmarks, benchmark clarifications, and content limits to fully understand the expected outcomes that carry the full weight of the standards. They will create opportunities for students to engage in advanced thinking to demonstrate their understanding of the benchmark.

**Action Step #2**

STEM Club

**Person Monitoring:**

Jennifer Stevenson

**By When/Frequency:**

Weekly

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

STEM club for our K-5 scholars will give before or after school opportunities to explore science. We will create experiences to continue to focus on areas of science that show a need for improvement



based on data from last year's FAST results.

### **Action Step #3**

Explicit writing in response to science exploration

#### **Person Monitoring:**

Allison Hackett & Dayna Petruccelli

#### **By When/Frequency:**

weekly planning

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

During after school planning, we will continue to create connections between science and reading vocabulary. We will use reading and writing strategies to breakdown words, talk about specific Tier 3 vocabulary and topics that require a deeper level of analysis.

### **Action Step #4**

Gamify for Science

#### **Person Monitoring:**

Dayna Petruccelli

#### **By When/Frequency:**

Daily during lunch starting in September

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

Scholar usage of Study Island along with other Blook It will be used to gamify learning. Usage reports will be shared and competitions will be held to promote desired usage for all grade levels.

## **Area of Focus #4**

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.

Our area of focus during our ELA instruction in all k-5 classrooms will include writing as a formal way to engage scholars in complex tasks. As research shows, writing is imperative to application of higher order text and critical thinking tasks. Pairing explicit writing instruction with high yield classroom strategies, will help us raise our scholars performance in all grade levels.

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

This year for our PK - 2nd grade classrooms, we will strategically focus on implementing PELI in our classrooms. We will ensure equitable use of resources, including instructional support, PD, coaching cycles and feedback.

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

During this school year, we will focus on the implementation of writing to add complexity to our



instruction.

### **Grades K-2: Measurable Outcome(s)**

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All of our K-2 classrooms will meet the desired outcome of raising ELA proficiency to 50%.

### **Grades 3-5: Measurable Outcome(s)**

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Each 3-5 ELA classroom will meet the desired outcome of raising ELA proficiency on the FAST 3-5 assessment to above 50% for their individual grade level.

### **Monitoring**

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

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Our goal will be to use our classroom walk-through observations to provide feedback to teachers. This walk-through tool will help identify areas of strength and areas of improvement that the PELI coach can support while on campus.

### **Person responsible for monitoring outcome**

Ashla Zeller, Tameka Harris, Allison Hackett & Annie Zuercher

### **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:**

THE PELI way provides rich text with a reading routine to ensure our scholars are receiving the most up to date alignment with the science of reading.

#### **Rationale:**

This strategy-based instruction helps teachers and coaches use best practices in decoding, encoding, explicit and systematic scaffolding for word parts and comprehension of developmentally appropriate text.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

#### **Description of Intervention #2:**

During our 3-5 ELA planning, teachers will focus on the ALDs and raise the number of opportunities scholars have to practice with a DOK level 2 or level 3 task. Writing will be a key essential to this as synthesizing and applying knowledge through writing increase the level of work for comprehension within our intermediate classrooms.

#### **Rationale:**

Teachers need to include higher level task to create critical thinkers in the ELA classrooms. Each

grade level ELA instructor will evaluate their aligned tasks to increase scholar proficiency.

**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 with PELI small group lessons

**Person Monitoring:**

Anie Zuercher

**By When/Frequency:**

weekly

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

Our PELI coach will lead the work for designing of effective small group reading lessons.

**Action Step #2**

PELI Admin day attendance

**Person Monitoring:**

Tameka Harris

**By When/Frequency:**

2 times a year

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

Instructional leadership will attend the PELI admin day to learn about new ways to implement the Flamingo and UFLI lessons. Upon returning from the day, leadership will share learning with coaches and teachers during upcoming planning.

**Action Step #3**

Data review of STAF results

**Person Monitoring:**

Tameka Harris

**By When/Frequency:**

end of each quarter/PM

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

Teams will collaborate to reorganize small groups to ensure instructional needs are met. Groups of teachers and interventionist will meet to review PM data and classroom observations to ensure home to school notifications are made and coordination of supports are in place.

**Action Step #4**

3-5 ELA teacher exit slips

**Person Monitoring:**

Allison Hcckett

**By When/Frequency:**

weekly planning

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

During weekly planning sessions, coaches and teachers will collaborate to create exit slips that identify DOK 2 and DOK 3 tasks for scholars to have opportunities to show what they know. These tasks will be grounded in critical thinking and duplication of skill to emulate the FAST assessment at a

level 3 or higher.

## **Area of Focus #5**

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

### **ESSA Subgroups specifically relating to 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.

For the 25-26 school year, we will continue to focus on our Black scholars proficiency rates. While this subgroup continues to show improvement, there is still a performance gap between them and their non-black peers. Our goal will be to decrease this gap by using specific strategies that yield high results.

#### **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 goal for the 25-26 school year will be to increase our black subgroup to within 10% of their white subgroup. This increase will be measured by those scholars scoring a level 3 or higher on the FAST PM3 assessment.

#### **Monitoring**

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

During our weekly data chats, monthly data reviews and individual data conversations with scholars we will continue to monitor scholars within this specific subgroup. Teachers and administrators will monitor the percent proficient and make note of scholars who may need more interventions.

#### **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:**

High Yield teaching strategies paired with writing in the content areas will provide our black scholars with opportunities to become critical thinkers and critical consumers of the work.

**Rationale:**

This explicit instruction in writing and other collaborative sharing structures will have the scholars owning their own learning experience to higher levels.

**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**

Writing in the content areas - book study

**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:**

During our leadership meetings each month, I will participate in the writing work through our Book Study. Upon returning to school, I will then lead the activity with our staff. While instructing and leading the PD, particular attention will be made to using this strategy as a way to increase our scholars' proficiency rates, especially those in our black subgroup.

**Action Step #2**

Academic Discourse & Collaborative Structures

**Person Monitoring:**

Ashlea Zeller

**By When/Frequency:**

monthly PD & weekly planning

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

During our monthly after school planning and weekly content planning, teachers will be asked to embed ways to have scholars discuss the learning as well as ways to have scholars think and share deeply about what they have read. This work will be paired with our dive into the achievement level descriptors to ensure tasks are higher order and meet the level 3, 4 or 5 standards of thought.

## IV. Positive Learning Environment

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**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.

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During the 25-26 school year we will continue to look at student attendance as a part of raising

student achievement.

### **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.

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Our attendance goal for the 25-26 school year is to have every scholar attend school for 95% of the year.

### **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.

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Each week, attendance is monitored by the principal. The weekly information is captured in a school-wide chart visible in the cafeteria as well as a weekly notice to families through our phone home and email system.

### **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 Monitoring with the student service team and administration

#### **Rationale:**

If you are monitoring and creating a club that all students want to be apart of, they are more likely to attend school. While in this club, students are randomly recognized for attending school and rewarded.

#### **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(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**

95% Attendance Club

#### **Person Monitoring:**

Ashlea Zeller

#### **By When/Frequency:**

weekly attendance reporting

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

Staff will be sent a weekly report for their grade level about their scholar's attendance

**Action Step #2**

Attendance Celebrations

**Person Monitoring:**

Ashlea Zeller

**By When/Frequency:**

Each month throughout the school year

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

During the school year, scholars who are present every day in the month will receive a dress out of uniform coupon as an attendance reward.

**Action Step #3**

High Five Club

**Person Monitoring:**

Ashlea Zeller

**By When/Frequency:**

Each week during 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 who are in need of attendance intervention will be named to our High Five club. Each week their attendance will be monitored by admin and the DMT to determine if improvements have been made. Celebrations will happen weekly according to data.

**Action Step #4**

Attendance Matters Family Letters

**Person Monitoring:**

Ashlea Zeller

**By When/Frequency:**

Each quarter with report card notifications

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

Each quarter, additional letters will be sent to families to update them on the accuracy of attendance and feedback on the goal of 95% attendance.

**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.

As a school, we have demonstrated through data, that teachers who build relationships effectively and create safe learning environments are more likely to create lower referrals to the office and administration. Focusing on PBIS and other restorative practices will give scholars and teachers the space to space to promote positive interactions and keep learning the main focus.

**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.

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For the 25-26 school year, our goal will be to reduce our office level referrals by 25% from 378 to 283.

### **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.

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Each month, our AP & behavior Specialist will report out to our faculty, the number of referrals. We will also monitor the areas of referrals and work with specific scholars and staff to make changes to positively impact the data.

### **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:**

PBIS Incentives

#### **Rationale:**

bulldog bucks will serve as our school currency for shopping at our bi-weekly store. The scholars will have the chance to earn these bucks in accordance with following our PRIDE expectations.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

#### **Description of Intervention #2:**

Mentor Mindfulness

#### **Rationale:**

We believe in the power of championing our scholars. We have demonstrated positive impacts through mentor/mentee relationships and would like to see this effort make an impact on our scholars who enter into the school having a past history of referrals.

#### **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**

PBIS - data review

**Person Monitoring:**

Anna Patterson

**By When/Frequency:**

Monthly PBIS meetings

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

Each month, the PBIS team will review the data to discover celebrations and needed improvements. Notes & findings will be shared with the staff to increase positive reports and work on decreasing the number of discipline referrals.

**Action Step #2**

Bulldog Bash

**Person Monitoring:**

Ashlea Zeller

**By When/Frequency:**

Quarterly celebration

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

Each quarter we will host a Bulldog Bash to honor scholars who are meeting the PBIS expectations. Scholars will be honored for Citizen of the Month, outstanding effort in the classroom and upstander behavior. These awards will be determined by the classroom & special area teachers.

**Action Step #3**

Boys Mentor Moment

**Person Monitoring:**

Anna Patterson

**By When/Frequency:**

Weekly Focus

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

Scholars who have been nominated to be a part of this mentoring group will meet with their mentors one day each week. During that meeting there will be a focus on relationship building, school level achievement and goal setting. Each week mentors will capture notes in a journal that they share with their mentor.



## V. Title I Requirements (optional)

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### 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.

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<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)).

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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 notification to identify benchmarks, skills and strategies that they can do at home to promote reading, math, science and social studies work that supports are at 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)).

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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)).

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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)).

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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)).

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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)).

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Our PBIS team along guided by our AP and Behavior specialist will continue to meet to develop plans that address our need to reduce problem behaviors. Creating plans and approaches that work towards restorative practices and a proactive approach to creating a safe and fun learning environment, this team's responsibility is to review data to identify areas of need and ways in which our work can continue to improve overall behavior.

#### **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)).

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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)).

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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

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This section must be completed if the school is identified as ATSI 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.

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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).

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No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00