

# Maximo Elementary School



2014-15 School Improvement Plan

## Maximo Elementary School

4850 31ST ST S, St Petersburg, FL 33712

<http://www.maximoelementary.com/>

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
67%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
91%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	F	F	F

### School Board Approval

This plan was approved by the Pinellas County School Board on 9/23/2014.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>18</b>
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	21
<b>Appendix 1: Implementation Timeline</b>	<b>27</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>28</b>
Professional Development Opportunities	29
Technical Assistance Items	32
<b>Appendix 3: Budget to Support Goals</b>	<b>33</b>

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Priority	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The mission of Maximo Elementary School is to provide rigorous educational opportunities, promote highest student achievement, and inspire students to become leaders beyond the classroom.

##### **Provide the school's vision statement**

To provide a community of lifelong learners that are innovative, productive, and intrinsically motivated to compete globally as problem solvers in order to meet the challenges of tomorrow.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

The Social Services team discuss targeted students' information assist teachers with establishing positive relationships with their students. Faculty and staff will conduct home visits to enhance the home to school connection, providing teachers with a better understanding of their students. Faculty and staff will receive professional development and assistance from the district in conjunction with the Juvenile Welfare Board (JWB). Faculty and staff will continue implementing the school-wide mentoring program. The first week of school has a focus on establishing classroom and school-wide culture.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

The administrative team along with the Behavior Specialist conducted grade level assemblies to review school-wide expectations and student responsibilities (i.e. safety patrol, no bullying zone, risk-free learning environments, campus wide safety). The team focused on the expected positive behaviors as well as incentives for adhering to guidelines for success.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Maximo Elementary School has implemented a School-wide Behavior Plan. Our plan includes the continuous implementation of the school-wide CHAMPS model, as well as our guidelines for success (GFS): Respect, Responsibility, Cooperation. In addition, this year we added the MES way: Maximizing our Educational opportunities by Striving for success each day. Instructional staff receives ongoing coaching strategies from the Behavior Specialist. The school-wide process is known and implemented for dealing with student behavior infractions.

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

Maximo Elementary has a full-time Health Tech, Social Worker, and School Psychologist to ensure the needs of our student population are being met. In addition, Maximo Elementary is one of five schools that has been selected to participate in the JWB Child Initiative; a program that provides



various wrap-around services to students that will result in them increasing their academic achievement.

### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

N/A

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	23	26	15	14	9	18	105
One or more suspensions	7	15	20	20	12	11	85
Course failure in ELA or Math	0	0	0	15	0	0	15
Level 1 on statewide assessment	0	0	0	74	61	66	201

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	9	18	22	25	13	12	99

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

- Child Study Team will monitor student attendance
- Site Based Leadership Team will analyze academic and behavior
- Monthly celebrations will occur for good attendance and positive behavior
- Grade level teams will participate in collaborative data inquiry
- District personnel will assist with data analysis
- Grade levels will implement additional hour of intensive reading instruction
- Content coaches will assist with effective lesson planning, designing formative assessments, and completing coaching cycles

### Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

Parental involvement targets will include increased opportunities for parents to engage in high intensity positive interactions initiated by teachers as well as opportunities to attend monthly celebrations of student success. Parental involvement in PTA has been significantly low; one target will focus upon increased participation by parents in PTA.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Our Family Community Liaison builds partnerships with various outside agencies to build support for the school.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

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

Name	Title
Falana, Lakisha	Principal
Smith, Antonio	Assistant Principal
Greco-Foster, Joyce	Instructional Coach
Guglielmo, Jill	Other
Hall, Natasha	Instructional Coach
Marshall, Cindi	Instructional Coach
Pera, Allison	Guidance Counselor
Riley, Cassandra	Instructional Coach
Chin, Kari	Attendance/Social Work
Pe, Cheryl	Psychologist

**Duties**

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

- Facilitator – Cassandra Riley, MTSS/RTI Coach: generates agenda and leads team discussions
  - Data Manager(s)/Data Coach(es) – Cassandra Riley & Instructional Coaches: assist team in accessing and interpreting (aggregating/disaggregating) the data
  - Recorder/Note Taker –Designated Person: documents meeting content and disseminates to team members in a timely manner by posting online on our school's moodle site for all teachers to access
  - Time Keeper –Angela Bridges: helps team begin on time and ensures adherence to agreed upon agenda
  - Collaborative problem solving & communicating back and forth between grade level teams--All grade level, ESE, and specialist team representatives
- Meeting time: Mondays 7:35-8:25 Academic & Behavior SBLT alternating each week

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

Current data and barriers to goal attainment serve as the starting point for the problem solving process used for SIP development. The SBLT used the Critical Components generated during the final state walkthrough at the end of last year to develop the goals for the new SIP. Once the goals are established, action plans are developed with grade level team input and a consistent schedule of review in PLC meetings to facilitate implementation and review of those action plans. A comprehensive needs assessment is conducted including input from staff and SAC to develop budgets and resource allocation to support the SIP goals and action steps

#### Title I, Part A

Title I, Part A funds are utilized, in conjunction with various other federal, state, and local funds, to support high quality instruction, parental engagement, and professional development for highest student achievement. Title I services are coordinated and integrated with other resources through collaboration of staff in various offices and departments, including: School and Community Support, Teaching and Learning, Assessment, Accountability, and Research, Professional Development, Strategic Communications, Strategic Partnerships, Human Resources, and Transportation. Title I staff monitor expenditures of Title I, Part A funds to ensure that they supplement rather than supplant other funds available to schools.

#### Title I, Part D

The district receives Title I, Part D funds which provide transition services for students entering or returning to their zoned schools from alternative education programs or juvenile detention facilities. Support for initial intake and ongoing transition support are provided by Title I, Part D funds and a portion of Title I, Part A funds reserved for services to neglected and delinquent youth. Credit recovery through mobile labs and the NovaNet program is a critical support provided for students. Title I, Part D funds are also targeted to support continuous education services for students through tutoring, instructional materials and resources, and technology.

#### Title II

Title II Part A funds professional development to increase the academic achievement of students by improving teacher and principal quality and increasing the number of infield and effective teachers in the classroom and highly effective principals and assistant principals in schools. Title II supports professional development for content areas, common core, leadership development, and early career teachers. Funds are also used for recruitment and retention activities and bonuses for high need schools.

#### Title III

Title III funds are utilized to provide a variety of educational resources and support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools. The district's ESOL web page makes relevant information and resources available for families, including a schedule of parent workshops and other activities. Support is also provided for teachers who need to obtain their ESOL endorsement, giving them options for successfully completing this requirement.

#### Title X- Homeless

The district receives funds to provide resources for students identified as homeless under the McKinney-Vento Act, to eliminate barriers (such as lack of transportation or required immunizations) to a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).

#### Supplemental Academic Instruction (SAI)

SAI funds are coordinated with Title I, Part A funds to provide extended learning enrichment opportunities for students during the school year and during the summer. SAI funds are also used, in

conjunction with Title I, Part A funds, to provide ongoing instructional support for teachers through professional development by highly skilled content area specialists and staff developers.

**Nutrition Programs**

Title I coordinates with district Food Services staff members to monitor poverty rates at schools and determine Title I eligibility. Title I and Food Services also collaborate to implement the Community Eligibility Option in schools with poverty rates of 40% or greater, so that all students receive free breakfast and lunch during the school year and during extended year/summer programs.

**Head Start**

Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Jozelle Johnson	Business/Community
Lakisha Falana	Principal
Lillian Callihan	Business/Community
Marcia Gilbert	Business/Community
Nicole Burney	Parent
Khristin Henderson	Teacher
Kelly Donnelly	Teacher
Dennis Davis	Education Support Employee
Donna Jones	Parent
Charisma Lovett	Education Support Employee

**Duties**

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

*Evaluation of last year's school improvement plan*

The School Improvement Plan was presented to members of the SAC and the committee voted in agreement to the components of the plan.

*Development of this school improvement plan*

At the end of the school year, the SAC suggests revisions for the upcoming year's school improvement plan. The SAC reviews the new plan at the beginning of the school year and offers input and suggestions for revision before final approval. Throughout the year, the SAC gives feedback and input on ongoing school improvement strategies.

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

The SAC supports the school's initiatives to increase student achievement by reviewing the school's annual budget to determine best ways to allocate funds for specific programs.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

Instructional and intervention materials for math, including books to extend professional development for teachers in math instruction: \$2841.65

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

Yes

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

N/A

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Falana, Lakisha	Principal
Smith, Antonio	Assistant Principal
Hall, Natasha	Instructional Coach
Marshall, Cindi	Instructional Coach
Riley, Cassandra	Instructional Coach
Bridges, Angela	Teacher, K-12
Butler, Kim	Teacher, K-12
Henderson, Khristin	Teacher, K-12
Simon, Veronica	Teacher, K-12
Woody, Niccole	Teacher, ESE

**Duties**

**Describe how the LLT promotes literacy within the school**

Support for instructional skills to increase rigor and improve reading comprehension including access to simple and complex text.

Support for implementation of Florida Standards for Literacy across all content areas through guided collaborative team planning to include strategies for increasing student engagement.

Supporting building a culture of reading within the school infrastructure including systems of positive reinforcement for student reading, inclusion of at-home reading in all grade levels' homework expectations, and school-wide use of reading logs for accountability in school and at-home reading.

Develop reflective journals across the curriculum for students to write a response to reading in all content areas. In addition, "Breaking News" will be implemented to encourage word study and vocabulary.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

A common planning time for grade level teachers was built into the master schedule. In addition, teachers are assigned a district and school based mentor. Content coaches also provide ongoing coaching cycles to assist teachers with collaborative planning and instruction.

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

Recruitment:

Recruitment video available on school website--monitored by Community Involvement Facilitator Haberman Interview Tool used to recruit teachers with potential for success with diverse student population--facilitated by Randi Latzke, previous principal

Candidates were selected by using interview questions that reflected instructional best practices that are aligned to Florida Standards as well as corrective action requirements delegated by the FLDOE facilitated by Lakisha Falana, current principal.

Ongoing supervision of pre-service practicum students & interns as potential new teacher candidates--monitored by administrators and supervising classroom teachers

Retention:

Assign mentors to all first-year teachers to the school, including new full-time mentor--Lead Mentor, Marcia Caldwell and Dr. Sharon Brown, District New Teacher Mentor

Assign "buddies" to all new teachers to our school--Lead Mentor, Marcia Caldwell

Calendar out mentor/mentee support meetings for year--Lead Mentor--Marcia Caldwell

Systematic team level culture building--Lakisha Falana, principal & Team Leaders

Offering stipends for beyond-contract time PD and program collaboration--Lakisha Falana, principal & SAC

Embedded professional development to support ongoing growth--instructional coaches

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

All first-year teachers have been assigned to a mentor, and all new teachers to Maximo were assigned a "buddy." The pairs were determined based on like grade levels or curriculum areas. The mentors/mentees and new teachers/buddies will participate in ongoing meetings to touch base on any topics that would support positive ongoing relationships as well as meet the needs for supporting new teachers to Maximo.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

The instructional program that is used in the core instruction are the Modules from the district which are aligned to the Florida Standards. The instructional coaches along with grade level teachers unpack the modules and determine what the instruction in the classroom needs to look like in order to achieve proficiency on the module assessments.

#### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Data analysis meetings are held school-wide and within grade levels. Teachers analyze their student data to determine the differentiated levels of small group instruction. Teachers adjust their instruction according to student performance data.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**Minutes added to school year:** 5,400

Classroom teachers will provide small group instruction using Jan Richardson's Guided Reading Routine. Additional small group instruction will be provided by support staff in the following ways:  
Kdg: Nemours (A small group foundational program)  
1st-3rd Grades: LLI  
4th-5th Grades: Repeated Reading and Fluency Routine Using Grade-Level Complex Texts (utilizing a blended model of Rasinski & Walpole)

***Strategy Rationale***

To increase students' foundation in reading beginning with Kindergarten readiness skills as well as focusing on fluency and comprehension as they progress to the next grade level.

***Strategy Purpose(s)***

- Core Academic Instruction

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

Falana, Lakisha, falanal@pcsb.org

***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Running records will be used to progress monitor student growth. Data meetings with individual teachers will occur bi-monthly to discuss student growth. The data-based problem solving model will be reviewed to determine barriers and set goals.



**Strategy:** Extended School Day

**Minutes added to school year:** 3,240

Through Promise Time, a Title 1 initiative in collaboration with the Juvenile Welfare Board, students will receive math and reading instruction via i-Ready, an online learning program, Florida Ready Workbooks, and face-to-face instruction. Students will also have access to ST Math, an online math intervention program that is utilized with students during intervention times in the school day, as well as Lexia, an online reading intervention program. In addition, students will utilize Ticket to Read, an online interactive learning program used outside of the school day.

**Strategy Rationale**

To increase students' achievement levels in reading and math.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Riley, Cassandra, riley@c@pcsb.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

The Promise Time facilitator will analyze ongoing diagnostic data that is automatically compiled via the online reading and math programs.

**Strategy:** Extended School Day

**Minutes added to school year:** 4,320

A STEM (Science, Technology, Engineering, & Mathematics) initiative will give students hands-on experience expanding their knowledge. Activities will include science inquiry projects, field trips, and robotics.

**Strategy Rationale**

To increase student knowledge in science, technology, engineering, and mathematics by providing hands on experiences in these areas.

**Strategy Purpose(s)**

- Enrichment

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

Greco-Foster, Joyce, greco-fosterj@c@pcsb.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Students will create ongoing written responses to learning activities that will be assessed using a scoring rubric. Analysis of common assessments in science and math will also be analyzed.

**Student Transition and Readiness**

**PreK-12 Transition**



The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***

Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide a class for 3 year olds at our school. We facilitate a Transition to Kindergarten night in May for all incoming kindergarten students and families, orienting them to the classroom, curriculum and processes, and providing all students with literacy materials to use during the summer to strengthen their transition. We provided fourth and fifth grade students with exposure to college and career readiness by partnering with Eckerd College and the University of South Florida Bayboro Campus.

**College and Career Readiness**

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

N/A

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

N/A

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

N/A

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

N/A

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** If instructional staff increases the level of rigor of daily instruction, students will meet or exceed our 2014 AMO target in all academic areas as measured by the Florida Standards Assessments and FCAT Science 2.0.
- G2.** If instructional staff increase student engagement and ownership for learning, then the achievement gap between Black and non-black students in regards to our AMO 2014 targets will decrease.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** If instructional staff increases the level of rigor of daily instruction, students will meet or exceed our 2014 AMO target in all academic areas as measured by the Florida Standards Assessments and FCAT Science 2.0. **1a**

G058402

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

Indicator	Annual Target
AMO Math - All Students	45.0
AMO Reading - All Students	55.0
FCAT 2.0 Science Proficiency	40.0
Math Gains	58.0
Math Lowest 25% Gains	60.0
ELA/Reading Gains	58.0
ELA/Reading Lowest 25% Gains	70.0

**Resources Available to Support the Goal** **2**

- Content area coaches
- Professional development opportunities
- Curriculum guides
- Supplemental curricular resources
- Florida Standards information
- Common planning time for grade level teams
- Title I funds to provide stipends for planning and professional development outside of teacher contracted time
- ELP funds to extend learning opportunities

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

- Varied understanding of instructional delivery, data analysis, and levels of experience which results in limited opportunities for students to engage in rigorous learning tasks.

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

Student achievement positively impacted determined by various data sources (i.e. PCAS assessments, FAIR, FSA)

**Person Responsible**

Cassandra Riley

**Schedule**

Monthly, from 10/1/2014 to 6/3/2015

**Evidence of Completion**

Students performance improving on identified outcome measures, reviewing data and making instructional decisions based upon Florida Standards

**G2.** If instructional staff increase student engagement and ownership for learning, then the achievement gap between Black and non-black students in regards to our AMO 2014 targets will decrease. 1a

G058403

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - African American	43.0
AMO Reading - African American	51.0
FCAT 2.0 Science Proficiency	39.0
Math Gains	
Math Lowest 25% Gains	
ELA/Reading Gains	
ELA/Reading Lowest 25% Gains	

**Resources Available to Support the Goal** 2

- Content area coaches
- District MTSS coaches
- Title 1 funds for stipends for planning and collaborative planning by teachers outside of contracted time
- Data from Instructional Practices and Student Engagement inventories

**Targeted Barriers to Achieving the Goal** 3

- Teachers' lack of experience in facilitating student ownership of data and student action planning, resulting in students lack of interest in daily content area instruction.

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

Improved student achievement leading to closing the gap for African-American students

**Person Responsible**

**Schedule**

**Evidence of Completion**

Improved performance on identified formative assessments and outcome measures

## Action Plan for Improvement

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

### Problem Solving Key

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

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

**G1.** If instructional staff increases the level of rigor of daily instruction, students will meet or exceed our 2014 AMO target in all academic areas as measured by the Florida Standards Assessments and FCAT Science 2.0.


**1**

 G058402

**G1.B4** Varied understanding of instructional delivery, data analysis, and levels of experience which results in limited opportunities for students to engage in rigorous learning tasks. **2**

 B148669

**G1.B4.S1** Use of collaborative planning for data analysis to inform planning for implementation of rigorous instruction. **4**

 S160476

### Strategy Rationale

Instructional staff will plan and implement lessons effectively.

### Action Step 1 **5**

A planning framework will be developed that coaches can facilitate across content areas and then teaching teams can use during collaborative planning without coaches.

#### Person Responsible

Cindi Marshall

#### Schedule

Weekly, from 8/18/2014 to 6/2/2015

#### Evidence of Completion

Agenda with framework and self-recording and quality of instruction based on framework

### Action Step 2 5

Members of the Leadership Team will conduct daily walk-throughs to ensure components of effective planning is being implemented during lesson delivery.

#### **Person Responsible**

Lakisha Falana

#### **Schedule**

Daily, from 8/18/2014 to 6/2/2015

#### ***Evidence of Completion***

Leadership Team will provide teachers with written and verbal feedback from walk throughs and lesson plan reviews to assist and support them with providing students with rigorous and relevant instruction.

### Action Step 3 5

Staff will analyze school-wide data to ensure effective planning and instructional delivery are making a positive impact on student learning.

#### **Person Responsible**

Cassandra Riley

#### **Schedule**

Monthly, from 8/15/2014 to 6/3/2015

#### ***Evidence of Completion***

PLC and SBLT minutes will reflect data analysis as an agenda item, student performance data, and teacher lesson plans.

### Action Step 4 5

Content coaches will conduct continuous coaching cycles with all classroom teachers.

#### **Person Responsible**

Lakisha Falana

#### **Schedule**

Weekly, from 8/18/2014 to 6/2/2015

#### ***Evidence of Completion***

Content coaches will submit coaching logs, administrative team will conduct daily walk throughs, classroom teachers will reflect progress in their lesson plans and lesson delivery.

**Plan to Monitor Fidelity of Implementation of G1.B4.S1 6**

Administrative observation of planning and lesson delivery with a focus on relevant & rigorous instruction as well as data analysis to look for use of framework.

**Person Responsible**

Antonio Smith

**Schedule**

Daily, from 8/18/2014 to 6/2/2015

**Evidence of Completion**

Observation records, completed lesson plan templates, and PLC summaries of use of the framework during planning as well as the effectiveness of instructional delivery.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7**

Participation in PLC data analysis as well as observations of use of framework during collaborative planning and lesson delivery to ensure students are engaged in meaningful and rigorous work.

**Person Responsible**

Antonio Smith

**Schedule**

Daily, from 8/18/2014 to 6/2/2015

**Evidence of Completion**

Observation and PLC notes, formative & summative assessments, rubrics, and student artifacts documenting the successful use of framework for planning and lesson delivery.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7**

Content coaches will monitor and provide feedback throughout their coaching cycles with all content area teachers.

**Person Responsible**

Natasha Hall

**Schedule**

Weekly, from 8/15/2014 to 6/3/2015

**Evidence of Completion**

SBLT minutes, content coaches logs, review teacher lesson plans and student data to determine if coaching cycles were effective.

**G2.** If instructional staff increase student engagement and ownership for learning, then the achievement gap between Black and non-black students in regards to our AMO 2014 targets will decrease. 1

G058403

**G2.B1** Teachers' lack of experience in facilitating student ownership of data and student action planning, resulting in students lack of interest in daily content area instruction. 2

B148672

**G2.B1.S1** Provide instructional staff with professional development opportunities in facilitating student ownership of data and action planning across all content areas. 4

S160477

### Strategy Rationale

Students will become actively engaged in the learning process.

### Action Step 1 5

Teachers will develop data folder templates for use with students and develop processes for students to record their data and develop action plans to reach learning goals and end-of-year expectations.

#### Person Responsible

#### Schedule

#### Evidence of Completion

Student data folders will be developed and available for review

### Action Step 2 5

A planning framework will be developed that coaches can facilitate across content areas and then teaching teams can use during collaborative planning without coaches.

#### Person Responsible

Cindi Marshall

#### Schedule

Weekly, from 8/18/2014 to 6/2/2015

#### Evidence of Completion

Agenda with framework and self-recording and quality of instruction based on framework



### Action Step 3 5

Members of the Leadership Team will conduct daily walk-throughs to ensure components of effective planning is being implemented during lesson delivery.

#### **Person Responsible**

Lakisha Falana

#### **Schedule**

Daily, from 8/18/2014 to 6/2/2015

#### **Evidence of Completion**

Leadership Team will provide teachers with written and verbal feedback from walk throughs and lesson plan reviews to assist and support them with providing students with rigorous and relevant instruction.

### Action Step 4 5

Staff will analyze school-wide data to ensure effective planning and instructional delivery are making a positive impact on student learning.

#### **Person Responsible**

Cassandra Riley

#### **Schedule**

Monthly, from 8/18/2014 to 6/3/2015

#### **Evidence of Completion**

PLC and SBLT minutes will reflect data analysis as an agenda item.

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

Teachers will present current data folder examples and effectively articulate the process for utilizing them with students.

#### **Person Responsible**

Cassandra Riley

#### **Schedule**

Monthly, from 8/25/2014 to 6/3/2015

#### **Evidence of Completion**

Data folders presented during data chats.

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

Administrative observation of planning and lesson delivery as well as data analysis to look for use of framework.

**Person Responsible**

Antonio Smith

**Schedule**

Weekly, from 8/18/2014 to 6/2/2015

**Evidence of Completion**

Observation records, completed lesson plan templates, and PLC summaries of use of the framework during planning as well as the effectiveness of instructional delivery.

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

Student ownership and facilitation of data folder

**Person Responsible**

Cassandra Riley

**Schedule**

Monthly, from 9/2/2014 to 6/2/2015

**Evidence of Completion**

Student-led explanation of contents of data folder

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

Student achievement positively impacted determined by various data sources (i.e. PCAS assessments, FAIR, FSA)

**Person Responsible**

Cassandra Riley

**Schedule**

Monthly, from 10/1/2014 to 6/3/2015

**Evidence of Completion**

Students performance improving on identified outcome measures, reviewing data and making instructional decisions based upon Florida Standards

## Appendix 1: Implementation Timeline

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A1	A planning framework will be developed that coaches can facilitate across content areas and then teaching teams can use during collaborative planning without coaches.	Marshall, Cindi	8/18/2014	Agenda with framework and self-recording and quality of instruction based on framework	6/2/2015 weekly
G2.B1.S1.A1	Teachers will develop data folder templates for use with students and develop processes for students to record their data and develop action plans to reach learning goals and end-of-year expectations.		Student data folders will be developed and available for review	one-time	
G1.B4.S1.A2	Members of the Leadership Team will conduct daily walk-throughs to ensure components of effective planning is being implemented during lesson delivery.	Falana, Lakisha	8/18/2014	Leadership Team will provide teachers with written and verbal feedback from walk throughs and lesson plan reviews to assist and support them with providing students with rigorous and relevant instruction.	6/2/2015 daily
G2.B1.S1.A2	A planning framework will be developed that coaches can facilitate across content areas and then teaching teams can use during collaborative planning without coaches.	Marshall, Cindi	8/18/2014	Agenda with framework and self-recording and quality of instruction based on framework	6/2/2015 weekly
G1.B4.S1.A3	Staff will analyze school-wide data to ensure effective planning and instructional delivery are making a positive impact on student learning.	Riley, Cassandra	8/15/2014	PLC and SBLT minutes will reflect data analysis as an agenda item, student performance data, and teacher lesson plans.	6/3/2015 monthly
G2.B1.S1.A3	Members of the Leadership Team will conduct daily walk-throughs to ensure components of effective planning is being implemented during lesson delivery.	Falana, Lakisha	8/18/2014	Leadership Team will provide teachers with written and verbal feedback from walk throughs and lesson plan reviews to assist and support them with providing students with rigorous and relevant instruction.	6/2/2015 daily
G1.B4.S1.A4	Content coaches will conduct continuous coaching cycles with all classroom teachers.	Falana, Lakisha	8/18/2014	Content coaches will submit coaching logs, administrative team will conduct daily walk throughs, classroom teachers will reflect progress in their lesson plans and lesson delivery.	6/2/2015 weekly
G2.B1.S1.A4	Staff will analyze school-wide data to ensure effective planning and instructional delivery are making a positive impact on student learning.	Riley, Cassandra	8/18/2014	PLC and SBLT minutes will reflect data analysis as an agenda item.	6/3/2015 monthly
G1.MA1	Student achievement positively impacted determined by various data sources (i.e. PCAS assessments, FAIR, FSA)	Riley, Cassandra	10/1/2014	Students performance improving on identified outcome measures, reviewing data and making instructional decisions based upon Florida Standards	6/3/2015 monthly
G1.B4.S1.MA1	Participation in PLC data analysis as well as observations of use of framework during collaborative planning and lesson delivery to ensure students are engaged in meaningful and rigorous work.	Smith, Antonio	8/18/2014	Observation and PLC notes, formative & summative assessments, rubrics, and student artifacts documenting the successful use of framework for planning and lesson delivery.	6/2/2015 daily
G1.B4.S1.MA3	Content coaches will monitor and provide feedback throughout their coaching cycles with all content area teachers.	Hall, Natasha	8/15/2014	SBLT minutes, content coaches logs, review teacher lesson plans and student data to determine if coaching cycles were effective.	6/3/2015 weekly
G1.B4.S1.MA1	Administrative observation of planning and lesson delivery with a focus on	Smith, Antonio	8/18/2014	Observation records, completed lesson plan templates, and PLC summaries of	6/2/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	relevant & rigorous instruction as well as data analysis to look for use of framework.			use of the framework during planning as well as the effectiveness of instructional delivery.	
G2.MA1	Improved student achievement leading to closing the gap for African-American students		Improved performance on identified formative assessments and outcome measures	one-time	
G2.B1.S1.MA1	Student ownership and facilitation of data folder	Riley, Cassandra	9/2/2014	Student-led explanation of contents of data folder	6/2/2015 monthly
G2.B1.S1.MA4	Student achievement positively impacted determined by various data sources (i.e. PCAS assessments, FAIR, FSA)	Riley, Cassandra	10/1/2014	Students performance improving on identified outcome measures, reviewing data and making instructional decisions based upon Florida Standards	6/3/2015 monthly
G2.B1.S1.MA1	Teachers will present current data folder examples and effectively articulate the process for utilizing them with students.	Riley, Cassandra	8/25/2014	Data folders presented during data chats.	6/3/2015 monthly
G2.B1.S1.MA2	Administrative observation of planning and lesson delivery as well as data analysis to look for use of framework.	Smith, Antonio	8/18/2014	Observation records, completed lesson plan templates, and PLC summaries of use of the framework during planning as well as the effectiveness of instructional delivery.	6/2/2015 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** If instructional staff increases the level of rigor of daily instruction, students will meet or exceed our 2014 AMO target in all academic areas as measured by the Florida Standards Assessments and FCAT Science 2.0.

**G1.B4** Varied understanding of instructional delivery, data analysis, and levels of experience which results in limited opportunities for students to engage in rigorous learning tasks.

**G1.B4.S1** Use of collaborative planning for data analysis to inform planning for implementation of rigorous instruction.

### PD Opportunity 1

A planning framework will be developed that coaches can facilitate across content areas and then teaching teams can use during collaborative planning without coaches.

#### Facilitator

Content area coaches

#### Participants

Content area coaches and school leadership team will contribute to planning framework; coaches will use the framework when planning with collaborative teams and then teachers will utilize the framework for collaborative planning when coaches are not present.

#### Schedule

Weekly, from 8/18/2014 to 6/2/2015

### PD Opportunity 2

Staff will analyze school-wide data to ensure effective planning and instructional delivery are making a positive impact on student learning.

#### Facilitator

Cassandra Riley, MTSS/RtI Coach

#### Participants

All content area teachers

#### Schedule

Monthly, from 8/15/2014 to 6/3/2015

### PD Opportunity 3

Content coaches will conduct continuous coaching cycles with all classroom teachers.

#### Facilitator

Content area coaches

#### Participants

Content area teachers

#### Schedule

Weekly, from 8/18/2014 to 6/2/2015

**G2.** If instructional staff increase student engagement and ownership for learning, then the achievement gap between Black and non-black students in regards to our AMO 2014 targets will decrease.

**G2.B1** Teachers' lack of experience in facilitating student ownership of data and student action planning, resulting in students lack of interest in daily content area instruction.

**G2.B1.S1** Provide instructional staff with professional development opportunities in facilitating student ownership of data and action planning across all content areas.

### PD Opportunity 1

Teachers will develop data folder templates for use with students and develop processes for students to record their data and develop action plans to reach learning goals and end-of-year expectations.

#### Facilitator

Teacher leaders

#### Participants

Grade level teams

#### Schedule

## PD Opportunity 2

A planning framework will be developed that coaches can facilitate across content areas and then teaching teams can use during collaborative planning without coaches.

### Facilitator

Content area coaches

### Participants

Content area coaches and school leadership team will contribute to planning framework; coaches will use the framework when planning with collaborative teams and then teachers will utilize the framework for collaborative planning when coaches are not present.

### Schedule

Weekly, from 8/18/2014 to 6/2/2015

## PD Opportunity 3

Staff will analyze school-wide data to ensure effective planning and instructional delivery are making a positive impact on student learning.

### Facilitator

Cassandra Riley, MTSS/RtI Coach

### Participants

All content area instructional staff

### Schedule

Monthly, from 8/18/2014 to 6/3/2015

## Technical Assistance Items

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



## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> If instructional staff increases the level of rigor of daily instruction, students will meet or exceed our 2014 AMO target in all academic areas as measured by the Florida Standards Assessments and FCAT Science 2.0.	3,498
<b>Goal 2:</b> If instructional staff increase student engagement and ownership for learning, then the achievement gap between Black and non-black students in regards to our AMO 2014 targets will decrease.	3,498
<b>Grand Total</b>	<b>6,996</b>

### Goal 1: If instructional staff increases the level of rigor of daily instruction, students will meet or exceed our 2014 AMO target in all academic areas as measured by the Florida Standards Assessments and FCAT Science 2.0.

Description	Source	Total
<b>B4.S1.A1</b> - Teachers will receive a \$20 an hour stipend for participating in planning sessions outside of the contractual day.	Title I Part A	3,498
<b>B4.S1.A3</b>		0
<b>B4.S1.A4</b> - Instructional Staff will receive a \$20 an hour stipend for participating in planning sessions outside of the contractual day.	Title I Part A	0
<b>Total Goal 1</b>		<b>3,498</b>

### Goal 2: If instructional staff increase student engagement and ownership for learning, then the achievement gap between Black and non-black students in regards to our AMO 2014 targets will decrease.

Description	Source	Total
<b>B1.S1.A2</b> - Teachers will receive a \$20 an hour stipend for participating in planning sessions outside of the contractual day.	Title I Part A	0
<b>B1.S1.A4</b> - Instructional Staff will receive a \$20 an hour stipend for participating in planning sessions outside of the contractual day.	Title I Part A	3,498
<b>Total Goal 2</b>		<b>3,498</b>