

Pinellas County Schools

Maximo Elementary School



2016-17 Schoolwide Improvement Plan

Maximo Elementary School

4850 31ST ST S, St Petersburg, FL 33712

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	F*	F	F

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Pinellas County School Board on 9/27/2016.

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 a monitoring status of "Former F" (see page 4). 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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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Maximo Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

100% Student Success

2. School Environment

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

The Social Services team will discuss targeted students' information in order to assist teachers with establishing positive relationships with their students and families. 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 Dr. Burt and the Transformation Zone Team on culture and climate and from the district in conjunction with the Juvenile Welfare Board (JWB). These professional development opportunities will focus on strengthening family engagement, facilitating morning meetings as well as providing resources for implementation. The effectiveness will be measured by the number of faculty members who participate. Faculty and staff will continue implementing the school-wide mentoring program. Pre-school and the first week of school has a focus on establishing classroom and school-wide culture.

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

The administrative team along with Social Services and the Behavior Coach will conduct grade level assemblies quarterly to review school-wide expectations and student responsibilities (i.e. safety patrol, no bullying zone, risk-free learning environments, campus wide safety). The team will focus on the expected positive behaviors as well as incentives for adhering to guidelines for success. Dr. Burt and the Transformation Zone Team will provide professional development to ensure clear expectations are set in the classroom. Maximo will continue the implementation of our school-wide classroom management plan based on a unified set of clear expectations. In addition, our school is an Olweus Bullying Prevention site that will teach students, staff, and families strategies for bullying prevention as well as methods of reporting concerns. Our Conflict Resolution/Peer Mediation program will assist students with developing social skills and solving conflicts properly. Maximo Elementary will also participate in the Dual Capacity Workshop. These training will help to engage parents and the community.

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

Maximo Elementary School will continue the implementation of a School-wide Behavior Plan. Our plan contains a leveled behavior infraction system that identifies actions that both teachers and administration will be responsible for rectifying in regard to student conduct and clear expectations for

all common areas. Our guidelines for success (GFS): Respect, Responsibility, Cooperation. Instructional staff will receive ongoing coaching strategies from the Behavior Specialist. As we continue the implementation of a unified classroom management plan, students will be instructed how to take ownership of their behavior by setting goals and tracking their progress. In addition, this year we will continue the MES way: Maximizing our Educational opportunities by Striving for success each day.

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

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. Student Services will provide informational sessions regarding processes and procedures for teachers with specific student concerns.

3. Early Warning Systems

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

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

N/A

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	21	8	10	13	5	11	0	0	0	0	0	0	0	68
One or more suspensions	5	4	3	6	10	15	0	0	0	0	0	0	0	43
Course failure in ELA or Math	0	0	0	0	5	26	0	0	0	0	0	0	0	31
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	2	1	3	3	14	0	0	0	0	0	0	0	25

c. 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 biweekly to discuss students who have frequent tardies and/or absences. The Social Worker follows up with the parent/guardian via phone call or home visit. The Social Worker also offers families various resources to prevent truancy.
- Site Based Leadership Team will utilize the Eight Step Problem Solving Model to analyze academic and behavior data.
- Monthly celebrations will occur for good attendance and positive behavior.

- Grade level teams will participate in collaborative data inquiry, which includes differentiated instruction in core content areas.
- LSI partnership to focus on standards based instruction and rigor inside the classroom.
- Compstat presentations that analyze current data points, identify gaps, and develop solutions.
- Increased instructional day to lengthen content blocks and provide intensive academic enrichment/intervention to targeted scholars.
- Content coaches will assist with effective lesson planning, designing formative assessments, and completing coaching cycles.
- Tiered coaching model that calls for master teachers at each school. Master teachers will be able to coach and support teachers in certain areas.
- Monitoring the effectiveness of Tier 2 & 3 interventions by using Curriculum Based Measures, CMB (i.e. IRLA/syntax, Nonsense Word Fluency/grade level passages, Math/computations & concepts and applications) and ensuring interventions match the needs of the individual student and make changes to the intervention(s) as necessary. These students will be invited to participate in Extended Learning Programs.
- American Reading (IRLA) will be implemented to identify and support Tier 2 and Tier 3 scholars.
- Eureka Math will be implemented during Core Instruction
- Ensuring student IEP goals are written based upon academic state standards as well as skill deficit(s)
- Content area coaches will work with teachers to assist in planning, modeling, analyzing data, observation, and providing feedback to teachers regularly.
- Content area coaches will assist teachers with helping their struggling students reach proficiency by using appropriate interventions and data analysis.
- Mariners Academy- intervention strategy used for bubble students to enrich their academic skills and maintain or exceed grade level standards. (high level 2- level 5 students)
- CLUES Club- Assist struggling students in their development of reading skills for complex text.
- Heavy focus on math instruction and small group intervention for struggling students and for students who need enrichment-
- Ensuring that all students are provided with adequate time for using computer based learning programs.
- Going beyond the student running record, diving deeper into reading comprehension and strategies (i.e., Quick Reads, Spiral Up, etc).
- Students taking accountability for their learning by monitoring or tracking their progress.
- Guidance Counselor will conduct individual or small group to assess social and/or emotional needs of each child.
- Students will participate in our 5000 Role Models of Excellence or Girlfriends mentoring program.
- ?

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. 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.

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

After attending the "Building the Capacity for Effective Partnerships" workshops facilitated by Dr. Karen Mapp, Maximo will host grade level family conference nights. In addition, our Family Community Liaison builds partnerships with various outside agencies to build support for the school. This year Maximo will participate in the Dual Capacity Workshops. This training series facilitated by Dr. Karen Mapp will help to engage parents and the community. As a turnaround school Maximo has participated in and hosted focus groups and community feedback over the past six months. The Turnaround Team has conducted more than 30 focus groups and community feedback sessions to help keep schools and the community stakeholders informed about the data and to gain feedback around the proposed initiatives planned for each school.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Lawson, LaKisha	Principal
Marshall, Cindi	Instructional Coach
Riley, Cassandra	Instructional Coach
Chin, Kari	Attendance/Social Work
Pe, Cheryl	Psychologist
Greetham, Carrie	Instructional Coach
Nash, Rebecca	Instructional Coach
Moses, Tekoa	Assistant Principal
Valentine, Catherine	School Counselor
Gualtieri, Kathryn Gualtieri	Instructional Coach

b. Duties

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

- 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 – helps team begin on time and ensures adherence to agreed upon agenda
- Collaborative problem solving & communicating back and forth between grade level teams--Primary

& Intermediate grade level representatives, ESE, and Specialist team representatives

Meeting time: Mondays: 9:00-10:00 am Academic & Behavior SBLT alternating each week

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

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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Sheena DeFreece	Business/Community
Lakisha Falana	Principal
Cindi Marshall	Teacher
Brenda Gilstrap	Business/Community
Dennis Davis	Teacher
Donna McRae	Business/Community
Shirley Smith	Business/Community
Maria Marshall	Parent
Dana Battle	Parent
Marcia Gilbert	Business/Community
Terah Smith	Parent
	Teacher
Samantha Fritschle	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

The School Improvement Plan will be presented to members of the SAC and the committee will vote in agreement to the components of the plan.

b. Development of this school improvement plan

At the end of the school year, the SAC suggested revisions for the upcoming year's (2016-17) school improvement plan. The SAC will review 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 will provide feedback and input on ongoing school improvement strategies.

c. 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 or instructional resources.

2. 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

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

No

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

N/A

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Lawson, LaKisha	Principal
Marshall, Cindi	Instructional Coach
Riley, Cassandra	Instructional Coach
Greetham, Carrie	Instructional Coach
Moses, Tekoa	Assistant Principal

b. Duties

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

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.

D. Public and Collaborative Teaching

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

1. 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. Coaches within the Transformation Zone will participate in monthly content collaborations. These sessions will be lead by Transformation Zone coaches to focus on key areas of school turnaround. Maximo will also have a tiered coaching model that calls for master teachers to coach and support fellow educators in certain areas as outlined by the school administrator.

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

Recruitment:

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. This year candidates were pre-screened by TNTP and the Transformation Zone Team. The final decision for recruitment of each candidate was made by Dr. Antonio Burt the Director of the Transformation Zone Team.

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 and Dr.

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

Tiered Coaching Model that calls for master teachers to support and coach teachers in certain areas as identified by the school administrator.

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

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

3. 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. In addition, ?Administration will establish a mentoring support program for teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The instructional program that is used in the core instruction are the Modules from the district which are aligned to the Florida Standards. Maximo Elementary also partners with LSI to focus on standards-based instruction and rigor in the classroom. The instructional model will focus on gradual release of learning to all students. 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 within the Marzano framework.

b. Instructional Strategies

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

Maximo will administer bi-weekly assessments that measure academic progress in short cycles. Data analysis meetings will be 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. Instructional Coaches will provide enrichment to selected groups of students. The Transformation Zone Team will administer walkthroughs that analyze implementation and actions around the 5 pillars of turnaround. School leaders will be provided recommendations/commendations and follow-up support around the pillars. Compstat presentations will analyze current data points, identify gaps, and develop solutions.

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

Strategy: Extended School Day

Minutes added to school year: 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-5th Grades: LLI and IRLA

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

Riley, Cassandra, riley@cpcsb.org

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

Data meetings with individual teachers will occur after each assessment cycle 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:

iClass is designed to provide students with supplemental project-based activities in Reading, Math, and Science during the expanded learning time. Additionally, enrichment activities in Character Development, Health, and Wellmess, Life Skills, Music, and Dance, and Family Engagement.

Strategy Rationale

To improve the performance of those students who receive assistance and to foster a culture that supports 100% Student Success, as well as provide students with a positive and enriching experience, which enables all participating students to discover their passion for life and learning.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Student performance data will be collected and analyzed to determine the effectiveness of the program.

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 iStation, an online reading intervention program. In addition, scholars will utilize Crazy 8's Math Club, Reading Counts Book Club, Foreign Language Club, Music Club, and Connect for Success to provide opportunities for students beyond the classroom.

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, rileyc@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

Nash, Rebecca, nashre@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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 Kindergarten Round Up in January as well as 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.

b. College and Career Readiness

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

N/A

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

N/A

3. 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

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

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** G1. By developing and sustaining a healthy, respectful, caring and safe learning environment for students and staff and community members we will engage in wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working towards Bronze Level Recognition becoming eligible in 6 out of 6 Assessment Modules.
- G2.** Foster a positive school climate between administrators, teachers, staff, students, families, and the community.
- G3.** Through the implementation of academic grade level standards, rigorous core instruction, and ongoing analysis of student performance data, students will meet or exceed expectations in reading, math, writing, and science in regard to state level proficiencies.
- G4.** Increase the percentage of African-American or Black students meeting or exceeding state averages across all content areas based on state academic standards, resulting in closure of the achievement gap between Black and Non-Black students.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

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

G088322

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Staff	6.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Tekoa Moses


Schedule

Monthly, from 9/7/2016 to 6/2/2017

Evidence of Completion

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

G2. Foster a positive school climate between administrators, teachers, staff, students, families, and the community. 1a

 G088323

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Staff	4.0

Targeted Barriers to Achieving the Goal 3

- Teachers feeling d-valued
- Teachers lacking understanding of how to deal with student conflict and misbehaviors

Resources Available to Help Reduce or Eliminate the Barriers 2

- Positive teacher recognition
- TNTP Surveys
- Climate Surveys
- Accreditation Surveys
- Continuation of School wide 10 point behavior system

Plan to Monitor Progress Toward G2. 8

Conference with teachers concerning the school climate

Person Responsible

Tekoa Moses

Schedule

Quarterly, from 10/3/2016 to 5/31/2017

Evidence of Completion

Teacher input and conference notes

Plan to Monitor Progress Toward G2. 8

Bi-weekly fidelity checks

Person Responsible

Tekoa Moses

Schedule

Biweekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Teachers must upload their behavior tracking sheets

Plan to Monitor Progress Toward G2. 8

Teacher and student surveys

Person Responsible

Cassandra Riley

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Survey results

G3. Through the implementation of academic grade level standards, rigorous core instruction, and ongoing analysis of student performance data, students will meet or exceed expectations in reading, math, writing, and science in regard to state level proficiencies. 1a

G088324

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	40.0
FSA Mathematics Achievement	58.0
Math Lowest 25% Gains	60.0
ELA/Reading Gains	58.0
ELA/Reading Lowest 25% Gains	70.0
Statewide Science Assessment Achievement	40.0

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.

Resources Available to Help Reduce or Eliminate the Barriers 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
- Ongoing coaching & professional development provided by The New Teacher Project (TNTP)
- Professional Development focused on Dr. Marzano's framework

Plan to Monitor Progress Toward G3. 8

Student achievement positively impacted determined by various data sources (i.e. Bi-weekly assmts, Science Lab assessments, PCS assessments, and State Assessment)

Person Responsible

Cassandra Riley

Schedule

Biweekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

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

G4. Increase the percentage of African-American or Black students meeting or exceeding state averages across all content areas based on state academic standards, resulting in closure of the achievement gap between Black and Non-Black students. 1a

G088325

Targets Supported 1b

Indicator	Annual Target
Math Gains	50.0
Statewide Science Assessment Achievement	40.0
Math Lowest 25% Gains	40.0
ELA/Reading Gains	40.0
ELA/Reading Lowest 25% Gains	40.0

Targeted Barriers to Achieving the Goal 3

- Some teachers have limited experience in facilitating student ownership of data and student action planning, resulting in students lack of interest in daily content area instruction.

Resources Available to Help Reduce or Eliminate the Barriers 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
- Ongoing coaching and professional development provided The New Teacher Project (TNTP)
- Professional development based on Dr. Marzano's framework
- American Reading (IRLA)

Plan to Monitor Progress Toward G4. 8

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

Person Responsible

LaKisha Lawson

Schedule

On 5/31/2017

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

 **G088322**

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

 **B234858**

G1.B1.S1 Provide research to staff on the benefits of a healthy, respectful and safe learning environment. **4**

 **S247630**

Strategy Rationale

When staff members understand the "why," they will be better prepared to participate in completing the assessment.

Action Step 1 **5**

The School Health Committee will plan various activities and initiatives to provide the staff with knowledge of the benefits of a healthy, respectful, and safe learning environment.

Person Responsible

Tekoa Moses

Schedule

Monthly, from 9/7/2016 to 6/2/2017

Evidence of Completion

Survey staff about the benefits of the various initiatives aimed at increasing healthy school environments.

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

The Health Committee will meet monthly to monitor the effectiveness of this initiative.

Person Responsible

Tekoa Moses

Schedule

Evidence of Completion

Health Committee agenda, assessment modules, and school surveys will provide evidence of fidelity of implementation.

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

Staff will be surveyed at the end of the 2016/2107 school year to monitor effectiveness.

Person Responsible

Tekoa Moses


Schedule

Monthly, from 9/7/2016 to 6/2/2017


Evidence of Completion

End of the year staff health and wellness committee survey

G2. Foster a positive school climate between administrators, teachers, staff, students, families, and the community. 1

 G088323

G2.B4 Teachers feeling d-valued 2

 B234862

G2.B4.S1 Implementation of a process to share teacher and staff appreciation/recognition from administration, students, and families. 4

 S247632

Strategy Rationale

We needed to let our teachers know how much we appreciate their daily service.

Action Step 1 5

Weekly shout-outs and celebrations will be constructed to share teacher appreciation from administration, students, and families.

Person Responsible

Tekoa Moses

Schedule

Monthly, from 10/3/2016 to 5/31/2017

Evidence of Completion

Climate survey, TNTP survey, and Accreditation survey

Action Step 2 5

Tiered coaching model that calls for master teachers to coach and support teachers in certain areas as identified by school administration.

Person Responsible

LaKisha Lawson

Schedule

Daily, from 8/24/2016 to 5/31/2017

Evidence of Completion

Teacher survey

Action Step 3 5

Implementation of morning meetings

Person Responsible

LaKisha Lawson

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

lesson plans, walk-throughs

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Administration will begin each PLC with a 3 minute celebration sharing time.

Person Responsible

Tekoa Moses

Schedule

Biweekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Climate survey results

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Morning Meetings

Person Responsible

LaKisha Lawson

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson plans, walk-throughs

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Teacher & student surveys

Person Responsible

Cassandra Riley

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Survey results

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

climate fidelity checks

Person Responsible

LaKisha Lawson

Schedule

Quarterly, from 8/10/2016 to 5/31/2017


Evidence of Completion

lesson plans, PLC notes, teacher conversations, parent phone calls and commendations

G2.B5 Teachers lacking understanding of how to deal with student conflict and misbehaviors 2

 B234863

G2.B5.S1 Continue school wide behavior plan outlining clear expectations and strategies teachers may implement to manage the learning environment. 4

 S247633

Strategy Rationale

As a school in turnaround we have a lot of new teachers this year and will need to continue the behavior plan with clearly established expectations for students and staff.

Action Step 1 5

Our school will continue the use of the 10 point behavior and academic classroom management system. Each day students will have an opportunity to earn a maximum of 10 points./

Person Responsible

Tekoa Moses

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

Student and teacher behavior tracking sheets.

Action Step 2 5

The Positive Behavior Support Team (PBS) assisted with establishing the School-wide Behavior Plan.

Person Responsible

Tekoa Moses

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Established school-wide behavior plan

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Bi-weekly fidelity checks

Person Responsible

Tekoa Moses

Schedule

Biweekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Teachers must upload their behavior tracking sheets.

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Teacher and student surveys

Person Responsible

Cassandra Riley


Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

survey results

G3. Through the implementation of academic grade level standards, rigorous core instruction, and ongoing analysis of student performance data, students will meet or exceed expectations in reading, math, writing, and science in regard to state level proficiencies. **1**

 G088324

G3.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**

 B234867

G3.B4.S2 LSI partnership to focus on standards-based instruction and rigor inside of the classroom. **4**

 S247636

Strategy Rationale

The rigor walks provided by the LSI partnership will ensure each classroom has an effective level of rigor to move students forward./

Action Step 1 **5**

Utilize data provided from Rigor Walks and the LSI tracker to monitor rigor during instruction.

Person Responsible

LaKisha Lawson

Schedule

Every 2 Months, from 9/28/2016 to 6/1/2017

Evidence of Completion

School Administrators will utilize data from Rigor walks as evidence

Plan to Monitor Fidelity of Implementation of G3.B4.S2 **6**

Administrators will monitor teacher implementation of high yield strategies provided from rigor walks to increase lesson complexity and student autonomy.

Person Responsible

Tekoa Moses

Schedule

Daily, from 9/28/2016 to 6/1/2017

Evidence of Completion

iobservation data, LSI tracker, rigor walk data

Plan to Monitor Effectiveness of Implementation of G3.B4.S2 7

Administrators will monitor teacher iobservation data of DQ 3 and DQ 4 to increase rigor.

Person Responsible

Tekoa Moses


Schedule

Daily, from 9/28/2016 to 6/1/2017

Evidence of Completion

Teacher iobservation data, LSI tracker data, and Rigor walk data

G3.B4.S4 The use of Science Lab pre and post data along with beginning and mid-year diagnostic assessment to inform planning. 4

 S247638

Strategy Rationale

To ensure students possess proficiency levels of 3rd and 4th grade Science Standards.

Action Step 1 5

Consistent Science Lab Implementation

Person Responsible

Rebecca Nash

Schedule

Weekly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Pre/post data, beginning of the year diagnostic, and mid year diagnostic data to drive instruction.

Plan to Monitor Fidelity of Implementation of G3.B4.S4 6

Science Coach will monitor implementation of Science Labs

Person Responsible

Rebecca Nash

Schedule

Evidence of Completion

Pre/post data, science lab data, beginning of the year diagnostic, and mid-year diagnostic.

Plan to Monitor Effectiveness of Implementation of G3.B4.S4 7

Science Coach will look at available science data to monitor effectiveness of science lab implementation

Person Responsible

Rebecca Nash

Schedule

Quarterly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Beginning of the year diagnostic, mid-year diagnostic, and lab assessments

G4. Increase the percentage of African-American or Black students meeting or exceeding state averages across all content areas based on state academic standards, resulting in closure of the achievement gap between Black and Non-Black students. 1

G088325

G4.B1 Some teachers have limited experience in facilitating student ownership of data and student action planning, resulting in students lack of interest in daily content area instruction. 2

B234870

G4.B1.S1 Provide instructional staff with professional development opportunities in facilitating student ownership of data and action planning across all content areas. 4

S247639

Strategy Rationale

Students will become actively engaged in the learning process.

Action Step 1 5

Teachers will create scales based on grade level standards and facilitate student tracking of ongoing progress in each of the content areas.

Person Responsible

Cassandra Riley

Schedule

Monthly, from 8/10/2016 to 5/31/2017

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

Tekoa Moses

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Teacher lesson plans with evidence that the planning framework developed was utilized.

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 Lawson

Schedule

Daily, from 8/10/2016 to 5/31/2017

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 8/10/2016 to 5/31/2017

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G4.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 8/10/2016 to 5/31/2017

Evidence of Completion

Data folders presented during data chats.

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

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

Person Responsible

Tekoa Moses

Schedule

Weekly, from 8/10/2016 to 5/31/2017

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 Fidelity of Implementation of G4.B1.S1 6

Compstat presentations that analyze current data points, identify gaps, and develop solutions.

Person Responsible

LaKisha Lawson

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

data results

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

Student ownership and facilitation of data folder

Person Responsible

Cassandra Riley

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Student-led explanation of contents of data folder

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

Student achievement positively impacted determined by various data sources (i.e. MAPS, bi-weekly assessments, PCS assessments, and State Assessments)

Person Responsible

Cassandra Riley



















Schedule

Monthly, from 10/3/2016 to 5/29/2017


















Evidence of Completion

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B1.S1.MA1  M335822	The Health Committee will meet monthly to monitor the effectiveness of this initiative.	Moses, Tekoa	9/7/2016	Health Committee agenda, assessment modules, and school surveys will provide evidence of fidelity of implementation.	No End Date monthly
G3.B4.S4.MA1  M335844	Science Coach will monitor implementation of Science Labs	Nash, Rebecca	8/10/2016	Pre/post data, science lab data, beginning of the year diagnostic, and mid-year diagnostic.	No End Date one-time
G4.B1.S1.MA4  M335847	Student achievement positively impacted determined by various data sources (i.e. MAPS, bi-weekly...	Riley, Cassandra	10/3/2016	Students performance improving on identified outcome measures, reviewing data and making instructional decisions based upon Florida Standards	5/29/2017 monthly
G2.MA1  M335834	Conference with teachers concerning the school climate	Moses, Tekoa	10/3/2016	Teacher input and conference notes	5/31/2017 quarterly
G2.MA2  M335835	Bi-weekly fidelity checks	Moses, Tekoa	8/10/2016	Teachers must upload their behavior tracking sheets	5/31/2017 biweekly
G2.MA3  M335836	Teacher and student surveys	Riley, Cassandra	8/10/2016	Survey results	5/31/2017 quarterly
G3.MA1  M335845	Student achievement positively impacted determined by various data sources (i.e. Bi-weekly assmts,...	Riley, Cassandra	8/10/2016	Students performance improving on identified outcome measures, reviewing data and making instructional decisions based upon Florida Standards	5/31/2017 biweekly
G4.MA1  M335855	Improved student achievement leading to closing the gap for African-American students	Lawson, LaKisha	8/10/2016	Improved performance on identified formative assessments and outcome measures	5/31/2017 one-time
G2.B4.S1.MA1  M335828	Teacher & student surveys	Riley, Cassandra	8/10/2016	Survey results	5/31/2017 quarterly
G2.B4.S1.MA4  M335829	climate fidelity checks	Lawson, LaKisha	8/10/2016	lesson plans, PLC notes, teacher conversations, parent phone calls and commendations	5/31/2017 quarterly
G2.B4.S1.MA1  M335830	Administration will begin each PLC with a 3 minute celebration sharing time.	Moses, Tekoa	8/10/2016	Climate survey results	5/31/2017 biweekly
G2.B4.S1.MA3  M335831	Morning Meetings	Lawson, LaKisha	8/10/2016	Lesson plans, walk-throughs	5/31/2017 daily
G2.B4.S1.A1  A322572	Weekly shout-outs and celebrations will be constructed to share teacher appreciation from...	Moses, Tekoa	10/3/2016	Climate survey, TNTP survey, and Accreditation survey	5/31/2017 monthly
G2.B4.S1.A2  A322573	Tiered coaching model that calls for master teachers to coach and support teachers in certain areas...	Lawson, LaKisha	8/24/2016	Teacher survey	5/31/2017 daily
G2.B4.S1.A3  A322574	Implementation of morning meetings	Lawson, LaKisha	8/10/2016	lesson plans, walk-throughs	5/31/2017 daily
G2.B5.S1.MA1  M335832	Teacher and student surveys	Riley, Cassandra	8/10/2016	survey results	5/31/2017 quarterly
G2.B5.S1.MA1  M335833	Bi-weekly fidelity checks	Moses, Tekoa	8/10/2016	Teachers must upload their behavior tracking sheets.	5/31/2017 biweekly
G2.B5.S1.A1  A322575	Our school will continue the use of the 10 point behavior and academic classroom management system....	Moses, Tekoa	8/10/2016	Student and teacher behavior tracking sheets.	5/31/2017 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B5.S1.A2  A322576	The Positive Behavior Support Team (PBS) assisted with establishing the School-wide Behavior Plan.	Moses, Tekoa	8/10/2016	Established school-wide behavior plan	5/31/2017 quarterly
G4.B1.S1.MA1  M335846	Student ownership and facilitation of data folder	Riley, Cassandra	8/10/2016	Student-led explanation of contents of data folder	5/31/2017 monthly
G4.B1.S1.MA1  M335848	Teachers will present current data folder examples and effectively articulate the process for...	Riley, Cassandra	8/10/2016	Data folders presented during data chats.	5/31/2017 monthly
G4.B1.S1.MA2  M335849	Administrative observation of planning and lesson delivery as well as data analysis to look for use...	Moses, Tekoa	8/10/2016	Observation records, completed lesson plan templates, and PLC summaries of use of the framework during planning as well as the effectiveness of instructional delivery.	5/31/2017 weekly
G4.B1.S1.MA5  M335850	Compstat presentations that analyze current data points, identify gaps, and develop solutions.	Lawson, LaKisha	8/10/2016	data results	5/31/2017 monthly
G4.B1.S1.A1  A322583	Teachers will create scales based on grade level standards and facilitate student tracking of...	Riley, Cassandra	8/10/2016	Student data folders will be developed and available for review	5/31/2017 monthly
G4.B1.S1.A2  A322584	A planning framework will be developed that coaches can facilitate across content areas and then...	Moses, Tekoa	8/10/2016	Teacher lesson plans with evidence that the planning framework developed was utilized.	5/31/2017 weekly
G4.B1.S1.A3  A322585	Members of the Leadership Team will conduct daily walk-throughs to ensure components of effective...	Lawson, LaKisha	8/10/2016	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.	5/31/2017 daily
G4.B1.S1.A4  A322586	Staff will analyze school-wide data to ensure effective planning and instructional delivery are...	Riley, Cassandra	8/10/2016	PLC and SBLT minutes will reflect data analysis as an agenda item.	5/31/2017 monthly
G3.B4.S2.MA1  M335841	Administrators will monitor teacher iobservation data of DQ 3 and DQ 4 to increase rigor.	Moses, Tekoa	9/28/2016	Teacher iobservation data, LSI tracker data, and Rigor walk data	6/1/2017 daily
G3.B4.S2.MA1  M335842	Administrators will monitor teacher implementation of high yield strategies provided from rigor...	Moses, Tekoa	9/28/2016	iobserrvation data, LSI tracker, rigor walk data	6/1/2017 daily
G3.B4.S2.A1  A322581	Utilize data provided from Rigor Walks and the LSI tracker to monitor rigor during instruction.	Lawson, LaKisha	9/28/2016	School Administrators will utilize data from Rigor walks as evidence	6/1/2017 every-2-months
G3.B4.S4.MA1  M335843	Science Coach will look at available science data to monitor effectiveness of science lab...	Nash, Rebecca	8/10/2016	Beginning of the year diagnostic, mid-year diagnostic, and lab assessments	6/1/2017 quarterly
G3.B4.S4.A1  A322582	Consistent Science Lab Implementation	Nash, Rebecca	8/10/2016	Pre/post data, beginning of the year diagnostic, and mid year diagnostic data to drive instruction.	6/1/2017 weekly
G1.MA1  M335823	The Healthy School Team will review all assessment items to determine the most feasible item(s) to...	Moses, Tekoa	9/7/2016	Increased number of eligible assessment modules and completion action plans for the Alliance for a Healthier Generation, Healthy School Program.	6/2/2017 monthly
G1.B1.S1.MA1  M335821	Staff will be surveyed at the end of the 2016/2107 school year to monitor effectiveness.	Moses, Tekoa	9/7/2016	End of the year staff health and wellness committee survey	6/2/2017 monthly
G1.B1.S1.A1  A322570	The School Health Committee will plan various activities and initiatives to provide the staff with...	Moses, Tekoa	9/7/2016	Survey staff about the benefits of the various initiatives aimed at increasing healthy school environments.	6/2/2017 monthly

V. Professional Development Opportunities

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

G2. Foster a positive school climate between administrators, teachers, staff, students, families, and the community.

G2.B4 Teachers feeling d-valued

G2.B4.S1 Implementation of a process to share teacher and staff appreciation/recognition from administration, students, and families.

PD Opportunity 1

Implementation of morning meetings

Facilitator

Dr. Burt and the Transformation Team

Participants

Entire School

Schedule

Daily, from 8/10/2016 to 5/31/2017

G2.B5 Teachers lacking understanding of how to deal with student conflict and misbehaviors

G2.B5.S1 Continue school wide behavior plan outlining clear expectations and strategies teachers may implement to manage the learning environment.

PD Opportunity 1

Our school will continue the use of the 10 point behavior and academic classroom management system. Each day students will have an opportunity to earn a maximum of 10 points./

Facilitator

MTSS Coach and Behavior Specialist

Participants

Refresher PD offered for veteran teachers. New Implementation offered for new teachers.

Schedule

Daily, from 8/10/2016 to 5/31/2017

G4. Increase the percentage of African-American or Black students meeting or exceeding state averages across all content areas based on state academic standards, resulting in closure of the achievement gap between Black and Non-Black students.

G4.B1 Some teachers have limited experience in facilitating student ownership of data and student action planning, resulting in students lack of interest in daily content area instruction.

G4.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 create scales based on grade level standards and facilitate student tracking of ongoing progress in each of the content areas.

Facilitator

Teacher leaders

Participants

Grade level teams

Schedule

Monthly, from 8/10/2016 to 5/31/2017

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 8/10/2016 to 5/31/2017

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 8/10/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The School Health Committee will plan various activities and initiatives to provide the staff with knowledge of the benefits of a healthy, respectful, and safe learning environment.				\$0.00
2	G2.B4.S1.A1	Weekly shout-outs and celebrations will be constructed to share teacher appreciation from administration, students, and families.				\$0.00
3	G2.B4.S1.A2	Tiered coaching model that calls for master teachers to coach and support teachers in certain areas as identified by school administration.				\$0.00
4	G2.B4.S1.A3	Implementation of morning meetings				\$0.00
5	G2.B5.S1.A1	Our school will continue the use of the 10 point behavior and academic classroom management system. Each day students will have an opportunity to earn a maximum of 10 points./				\$0.00
6	G2.B5.S1.A2	The Positive Behavior Support Team (PBS) assisted with establishing the School-wide Behavior Plan.				\$0.00
7	G3.B4.S2.A1	Utilize data provided from Rigor Walks and the LSI tracker to monitor rigor during instruction.				\$0.00
8	G3.B4.S4.A1	Consistent Science Lab Implementation				\$0.00
9	G4.B1.S1.A1	Teachers will create scales based on grade level standards and facilitate student tracking of ongoing progress in each of the content areas.				\$0.00
10	G4.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.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I, Part A		\$0.00
			Notes: Teachers will receive a \$20 an hour stipend for participating in planning sessions outside of the contractual day.			
11	G4.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.				\$0.00
12	G4.B1.S1.A4	Staff will analyze school-wide data to ensure effective planning and instructional delivery are making a positive impact on student learning.				\$3,498.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			2281 - Maximo Elementary School	Title I, Part A		\$3,498.00
			Notes: Instructional Staff will receive a \$20 an hour stipend for participating in planning sessions outside of the contractual day.			
Total:						\$3,498.00