

Maximo Elementary School



2017-18 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)	2016-17 Title I School	2016-17 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	2016-17	2015-16	2014-15	2013-14
Grade	D	C	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 is pending approval by the Pinellas County School Board.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Maximo Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- 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 Ms.Sahadeo and the Transformation Zone Team as well as 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 implement our Saving Our Scholars (SOS) 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 Specialist 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, Seven Habits of Happy Kids). The team will focus on the expected positive behaviors as well as incentives for adhering to guidelines for success. 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 Restorative Practice program will assist students and staff with successful reintegration. Maximo Elementary will continue to participate in the Dual Capacity Workshop. These trainings 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 Guidance Counselor and 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 as well as strive for full implementation of our Social Emotional Learning program and the Restorative Practice program.

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. In addition, Maximo Elementary will implement the Seven Habits of Happy Kids during our daily morning meetings in grades kindergarten through fifth. We will also implement Saving Our Scholars (SOS) mentoring program for students identified by the Early Warning Systems.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Maximo Elementary Early Warning Systems are based on attendance, behavior infractions, low achievement, and/or multiple indicators. In 2016-17, 113 (20%) students had high absences, 59 (11%) students received behavior infractions, 89 students (16%) with low test scores, 110 (20%) students received failing grades, and 27 (5%) students had multiple indicators.

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	34	18	18	15	4	13	0	0	0	0	0	0	0	102
One or more suspensions	0	25	11	13	17	10	0	0	0	0	0	0	0	76
Course failure in ELA or Math	1	11	39	38	8	14	0	0	0	0	0	0	0	111
Level 1 on statewide assessment	0	0	0	53	58	44	0	0	0	0	0	0	0	155

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	0	2	1	3	9	12	0	0	0	0	0	0	0	27

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

-SMART goal: We will decrease the number of students absent from school 10% or more by 5%. Our goal is to decrease the percentage of students with chronic absences each month of the school year as compared to prior year's correlating monthly data. For example, in August 2016, 16.5% of students had chronic absences, whereas in August 2017, 15% of students had chronic absences.

Activities: We will hold bimonthly Child Study Team meetings including all required members that address students with chronic truancy and examine trends of why students are not attending school. Teachers will be trained on attendance policies and documentation procedures on 9/13/17, including utilizing attendance codes. Child Study Team will complete the PSW for attendance to assist with problem solving and determine the most common reasons/barriers for truancy as well as effective solutions. Child Study Team will review the Reasons Absence Report in School Profiles to examine trends of why students are absent and aid in developing effective interventions. School process of soliciting reasons for absences will be utilized by teachers: use of designated bright sticker in agenda weekly on Mondays for any student who missed a day of school the prior week, requesting documentation from family. Attendance letters that include graphs comparing absences of students with absences of peers will be utilized. Ensure families are aware of the importance of attendance and engage them in attendance-related activities via attendance info packets provided at open house, sent home with all students, and provided to the parent of all students who transfer in/enroll mid-year. Utilize monthly and/or quarterly attendance incentive for perfect attendance.

-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, CBM (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

-Ensure teaching and learning is rigorous and addresses the level of rigor in the standards. Measure the growth of ESE students through their performance on the MAP assessment in comparison to previous year's performance.

-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 goal setting, monitoring and/or tracking their progress.
- Guidance Counselor will conduct individual or small group to assess social and/or emotional needs of each child and implement the Bringing Up Grades BUGs program with pre-identified students.
- Students will participate in our 5000 Role Models of Excellence or Girlfriends mentoring program.
- Targets students will participate in our Saving Our Scholars (SOS) mentoring program.
- Students in kindergarten through fifth grades will implement the Seven Habits of Happy Kids social emotional learning program.
- Staff and students will participate in the Restorative Practice Program.
- MTSS Coach, Behavior Specialist, Psychological Services, and Social Worker will monitor academic and/or behavior data while supporting teachers with successful implementation of best practices.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP 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 SAC and PTA has been significantly low; one target will focus upon increased participation by parents in PTA and SAC.

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 as well as host family workshops that are content specific with literacy and math/science focus. In addition, our Family Community Liaison builds partnerships with various outside agencies to build support for the school. 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. We will continue to build upon Dr. Karen Mapp family engagement initiative and use various modes of communication to increase family/community involvement. We will continue to work with parents to obtain email addresses to make PeachJar a more viable tool for parent communication. Ms. Falana will continue to work to establish our Executive Pass Community Partner relationships. Teachers will be encouraged to attend Home Visit trainings and continue with home visits.

C. Effective Leadership

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
Moses, Tekoa	Assistant Principal
Valentine, Catherine	School Counselor
Woody, Patrick	Other

b. Duties

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

Principal- governs the daily operations of the school and leads teaching and learning.

Assistant Principal- help governs the daily operations of the school and leads teaching and learning.

School Counselor- 504/ELL/ Gifted Coordinator, provides Tier 1, 2, and 3 behavior interventions, advocates for students, Bully investigations and preventions, Tier 3 Coordinator, Pack-a-Snack Coordinator

School Psychologist- Assist with data based problem solving in Tier 1, 2, and 3, creates and facilitates academic and behavior plans, provides counseling services, facilitates ESE evaluations.

MTSS Specialist- supports school improvement plan, communicates processes/procedures of MTSS, assist teachers with becoming data wise, SBLT facilitator ,fidelity of Tier 2, and monitors resources for curriculum interventions.

School Social Worker- Decreases truancy and tardiness, provides tier 1,2, and 3 interventions, serves as the home school liaison, refers to community agencies, provides Baker Act Assessments

Literacy Coach- Monitors Core Literacy instruction, Coaches teachers through the use of Coaching Cycles, provides enrichment and professional development

Math Coach- Monitors Core Mathematics instruction, Coaches teachers through the use of Coaching Cycles, and provides enrichment as well as professional development.

Science Coach- Monitors Core Science instruction, Coaches teachers through the 5 E's, 10-70-20, and Science Lab activities, as well as provides professional development.

Behavior Specialist- Monitors school wide behavior, provides Tier 3 behavior interventions, provides support and professional development for teachers on classroom behavior management

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 LSI and Transformation Zone walkthroughs 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
Brenda Gilstrap	Business/Community
Donna McRae	Business/Community
Shirley Smith	Business/Community
Maria Marshall	Parent
Terah Smith	Parent
	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 (2017-18) school improvement plan. The SAC will review the new plan at the beginning of the school year and offer input as well as 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.

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
Moses, Tekoa	Assistant Principal
Clark, Myra	Instructional Media

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.
- "Breaking News" will be implemented to encourage word study and vocabulary.
- Provide informational sessions to inform parents of the standards, curriculum, and strategies to promote literacy.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 led 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 aligned to Florida Standards and the diverse needs of our student population as well as corrective action requirements delegated by the FLDOE facilitated by Lakisha Falana, current principal. This year candidates were pre-screened by district personnel.

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

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 used in the Core instruction are the ELA Modules from the district which are aligned to the Florida Standards. Bi-weekly assessments will be provided to measure mastery of standards.

-Maximo Elementary also partners with LSI to focus on standards-based instruction and rigor in the classroom. Classroom teachers will utilize the Standards Tracker in ELA and Math for minute to minute monitoring of grade level Standards.

-The instructional model will focus on gradual release of learning to all students. At the end of each lesson, students will be given an Exit ticket/Success criteria for monitoring each lesson segment instructed.

- Eureka Math will utilize Problem Sets and Exit tickets to measure mastery of standards.

- Science we will utilize What's The Evidence, District Common Assessments

- 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.

- MAP/NWEA will measure student progression of grade level standards in ELA, Math, and Science. Students will take three cycles of this assessment.

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 school based leadership team, Transformation Zone Team and district personnel 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:

Literacy:

Kdg: Nemours (A small group foundational program) and IRLA
1st-5th Grades: LLI, IRLA, and iReady
L300 Intervention Plan

Math:

Kdg-5th Grades: iReady diagnostic program, Eureka intervention component

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

Marshall, Cindi, marshallci@pcsb.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:

Strategy Rationale

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

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

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

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 Wellness, 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)

""

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)

""

Person(s) responsible for monitoring implementation of the strategy

Clark, Myra, clarkmy@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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 STEP students with exposure to college and career readiness by partnering with 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.** In order to foster a positive school climate between Maximo staff, students, families, and the community, Maximo Elementary School will host at least three curriculum embedded family engagement evenings in which all stakeholders will participate.
- G3.** By engaging in daily rigorous lesson activities, students will meet or exceed expectations in reading, math, writing, and science in regard to state level proficiencies for the 2017-18 school year.
- 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

G098760

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 9/5/2017 to 5/25/2018

Evidence of Completion

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

G2. In order to foster a positive school climate between Maximo staff, students, families, and the community, Maximo Elementary School will host at least three curriculum embedded family engagement evenings in which all stakeholders will participate. 1a

G098761

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Staff	4.0

Targeted Barriers to Achieving the Goal 3

- School to home communication

Resources Available to Help Reduce or Eliminate the Barriers 2

- Agendas
- Climate Surveys
- School Website
- Twitter
- AdvancEd Surveys
- Title 1 Surveys
- Events

Plan to Monitor Progress Toward G2. 8

Ongoing communication with families to receive feedback on the new communication process.

Person Responsible

Tekoa Moses


Schedule

Quarterly, from 10/1/2016 to 5/25/2017

Evidence of Completion

Parent responses to tweets and verbal communication.

G3. By engaging in daily rigorous lesson activities, students will meet or exceed expectations in reading, math, writing, and science in regard to state level proficiencies for the 2017-18 school year. **1a**

 G098762

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	55.0
FSA Mathematics Achievement	55.0
Math Lowest 25% Gains	70.0
ELA/Reading Gains	70.0
Math Gains	70.0
ELA/Reading Lowest 25% Gains	70.0
Statewide Science Assessment Achievement	55.0

Targeted Barriers to Achieving the Goal **3**

- Varied understanding of grade level standards.

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
- Professional Development focused on Dr. Marzano's framework
- Transformation Zone support and professional development

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 9/15/2017 to 4/30/2018

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

G098763

Targets Supported 1b

Indicator	Annual Target
Math Gains	70.0
Statewide Science Assessment Achievement	55.0
Math Lowest 25% Gains	70.0
ELA/Reading Gains	70.0
FSA ELA Achievement	55.0
ELA/Reading Lowest 25% Gains	70.0
FSA Mathematics Achievement	55.0

Targeted Barriers to Achieving the Goal 3

- Lack of strategies/skillsets to successfully reintegrate students back into the classroom

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
- Relevant professional development to meet staff and student needs
- 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

Biweekly, from 8/14/2017 to 5/25/2018

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**

 **G098760**

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

 **B265792**

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

 **S281711**

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 9/11/2017 to 5/25/2018

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

Monthly, from 9/5/2017 to 5/18/2018

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 8/21/2017 to 5/25/2018

Evidence of Completion

End of the year staff health and wellness committee survey

G2. In order to foster a positive school climate between Maximo staff, students, families, and the community, Maximo Elementary School will host at least three curriculum embedded family engagement evenings in which all stakeholders will participate. 1

G098761

G2.B2 School to home communication 2

B265794

G2.B2.S1 Provide bi-weekly reminders in student agendas of school wide activities and task. 4

S281713

Strategy Rationale

Provides opportunities for effective and consistent communication between school and home.

Action Step 1 5

Introduce the new way of communication to staff.

Person Responsible

LaKisha Lawson

Schedule

On 8/2/2017

Evidence of Completion

Professional development agenda and sign in sheet.

Action Step 2 5

Provide teachers with helpful positive communication tips to implement with families.

Person Responsible

LaKisha Lawson

Schedule

Biweekly, from 8/14/2017 to 5/14/2018

Evidence of Completion

Increase usage of phone call documentation in FOCUS

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Monitor student agendas.

Person Responsible

Tekoa Moses

Schedule

Biweekly, from 8/21/2017 to 5/21/2018

Evidence of Completion

Snapshots of effective use of agendas across grade levels.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Title I and AdvancEd surveys

Person Responsible

LaKisha Lawson


Schedule

Semiannually, from 10/31/2017 to 10/31/2017

Evidence of Completion

Increase number of completed parent surveys.

G3. By engaging in daily rigorous lesson activities, students will meet or exceed expectations in reading, math, writing, and science in regard to state level proficiencies for the 2017-18 school year. **1**

 G098762

G3.B4 Varied understanding of grade level standards. **2**

 B265801

G3.B4.S1 LSI partnership to focus on standards-based instruction and rigor inside of the classroom. **4**

 S281718

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

Quarterly, from 9/29/2017 to 5/18/2018

Evidence of Completion

School Administrators will utilize data from Rigor walks as evidence

Plan to Monitor Fidelity of Implementation of G3.B4.S1 **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 8/14/2017 to 8/14/2017

Evidence of Completion

iobservation data, LSI tracker, rigor walk data

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

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

Person Responsible

Tekoa Moses


Schedule

Daily, from 9/5/2017 to 4/27/2018

Evidence of Completion

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

G3.B4.S3 Monitor for consistent implementation of instruction, and processes which support the effectiveness of the Science Lab. 4

 S281720

Strategy Rationale

To ensure student acquisition of grade level standards.

Action Step 1 5

Consistent Science Lab Implementation

Person Responsible

Tekoa Moses

Schedule

Weekly, from 8/10/2017 to 5/25/2018

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.S3 6

Science Coach will monitor implementation of Science Labs

Person Responsible

Tekoa Moses

Schedule

Weekly, from 8/10/2017 to 5/25/2018

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.S3 7

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

Person Responsible

Cassandra Riley

Schedule

Monthly, from 9/5/2017 to 5/25/2018

Evidence of Completion

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

G3.B4.S5 Teachers use data to plan differentiation, intervention, and scaffold instruction to increase student performance. 4

S281722

Strategy Rationale

To ensure student acquisition of grade level standards.

Action Step 1 5

Teachers will continuously analyze data to differentiate their instruction in order to meet the needs of their diverse learners.

Person Responsible

LaKisha Lawson

Schedule

Biweekly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B4.S5 6

Daily walk throughs during core and intervention blocks to ensure differentiated small group instruction is taking place.

Person Responsible

LaKisha Lawson

Schedule

Daily, from 8/21/2017 to 5/24/2018

Evidence of Completion

Teacher conferring logs/notebooks, student journals, lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B4.S5 7

Provide feedback to teachers and coaching support to strengthen instructional practice.

Person Responsible

Tekoa Moses

Schedule

Daily, from 8/21/2017 to 5/24/2018

Evidence of Completion

PLC notes, feedback from walk throughs, assessment data

G3.B4.S6 Teachers utilize systematic documents to effectively plan for mathematics units that incorporate the Standards for Mathematical Practice and rigorous performance tasks aligned to Mathematics Florida Standards (MAFS). 4

 S281723

Strategy Rationale

To ensure student acquisition of grade level standards.

Action Step 1 5

Administrators observe mathematics lessons and provide feedback, with math coach support as requested.

Person Responsible

LaKisha Lawson

Schedule

Daily, from 8/10/2017 to 5/21/2018

Evidence of Completion

iObservation feedback and Math Coaching logs.

Plan to Monitor Fidelity of Implementation of G3.B4.S6 6

Administrator walkthroughs with and without Math Coach

Person Responsible

LaKisha Lawson

Schedule

Daily, from 8/10/2017 to 5/21/2018

Evidence of Completion

iObservation and Math coaching logs

Plan to Monitor Effectiveness of Implementation of G3.B4.S6 7

Mathematics bi-weekly data, MAPS data, and FSA data

Person Responsible

Cassandra Riley

Schedule

Biweekly, from 9/15/2017 to 4/16/2018

Evidence of Completion

Data reflection forms and conversations with teachers and students.

G3.B4.S8 Mathematics teachers utilize high yield instructional strategies to develop number sense, flexibility, and fluency alongside growth mindset. 4

 S281725

Strategy Rationale

To ensure student acquisition of grade level standards.

Action Step 1 5

Teachers will receive professional development in High Yield Number Routines and have developed a daily process for implementation.

Person Responsible

Tekoa Moses

Schedule

Annually, from 9/5/2017 to 5/11/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B4.S8 6

Administration performs walkthroughs with and without Math Coach.

Person Responsible

LaKisha Lawson

Schedule

Daily, from 8/14/2017 to 4/27/2018

Evidence of Completion

iObservation and Coach logs

Plan to Monitor Effectiveness of Implementation of G3.B4.S8 7

Analyzing student data

Person Responsible

Cassandra Riley

Schedule

Biweekly, from 9/29/2017 to 4/27/2018

Evidence of Completion

Increase in student proficiencies of grade level standards

G3.B4.S10 Support teachers in understanding the (rigor) new language and routine practice of the 10-70-20 Instructional model for students. This model consists of Setting of the Purpose (10%), Core Science (70%), and Confirming the Learning (20%). 4

 S281727

Strategy Rationale

To ensure student acquisition of grade level standards.

Action Step 1 5

Teachers will implement the 10-70-20 instructional model with students during the science core instruction.

Person Responsible

Tekoa Moses

Schedule

Weekly, from 8/28/2017 to 5/24/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B4.S10 6

Administration and Science Coach will conduct walk-throughs during science core.

Person Responsible

LaKisha Lawson

Schedule

Weekly, from 8/21/2017 to 5/24/2018

Evidence of Completion

Walk-through feedback and student SLAGS

Plan to Monitor Effectiveness of Implementation of G3.B4.S10 7

Science Coach will provide feedback and coaching support to teachers.

Person Responsible

LaKisha Lawson

Schedule

Biweekly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Science Assessment and SSA Science results

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

G098763

G4.B3 Lack of strategies/skillsets to successfully reintegrate students back into the classroom 2

B265806

G4.B3.S1 Provide targeted professional development and additional coaching to teachers and leaders on culturally responsive strategies to increase engagement and improve grade level proficiencies for African American students. 4

S281730

Strategy Rationale

To improve grade level proficiencies of African American learners.

Action Step 1 5

Professional Development for teachers and staff on culturally responsive teaching

Person Responsible

LaKisha Lawson

Schedule

On 7/28/2017

Evidence of Completion

Professional development agenda and sign in sheet

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Monitor lessons plans for implementation of the 6 M's of Culturally Responsive Instruction

Person Responsible

Tekoa Moses

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Teacher lesson plans, walkthroughs monitoring the 6 M's of culturally responsive instruction, and iObservation data

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

African American student proficiency on grade level assessments

Person Responsible

Cassandra Riley

Schedule

Biweekly, from 9/11/2017 to 5/25/2018

Evidence of Completion

African American data on bi-weekly assessments, MAP, FSA, and SSA.

G4.B3.S2 Provide school leadership teams with strategies on Social and Emotional Learning (SEL) and programs to help students develop specific social and emotional competencies that have been linked to positive outcomes. 4

 S281731

Strategy Rationale

SEL is the explicit teaching of pro-social, emotional intelligence building, and empathic skills that will ensure African American students meet grade level proficiencies.

Action Step 1 5

Provide professional development for staff

Person Responsible

Catherine Valentine

Schedule

On 8/8/2017

Evidence of Completion

Professional development agendas, sign- in sheets, and implementation of best practices.

Plan to Monitor Fidelity of Implementation of G4.B3.S2 6

Full implementation of SEL during Morning Meeting

Person Responsible

Cindi Marshall

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

Morning Meeting feedback

Plan to Monitor Effectiveness of Implementation of G4.B3.S2 7

Monitor student behavior data

Person Responsible

Patrick Woody

Schedule

Daily, from 8/10/2017 to 5/25/2018

















Evidence of Completion

Decrease in behavior infractions

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.MA1 M412241	Ongoing communication with families to receive feedback on the new communication process.	Moses, Tekoa	10/1/2016	Parent responses to tweets and verbal communication.	5/25/2017 quarterly
G4.B3.S1.A1 A380021	Professional Development for teachers and staff on culturally responsive teaching	Lawson, LaKisha	7/28/2017	Professional development agenda and sign in sheet	7/28/2017 one-time
G2.B2.S1.A1 A380007	Introduce the new way of communication to staff.	Lawson, LaKisha	8/2/2017	Professional development agenda and sign in sheet.	8/2/2017 one-time
G4.B3.S2.A1 A380022	Provide professional development for staff	Valentine, Catherine	8/8/2017	Professional development agendas, sign- in sheets, and implementation of best practices.	8/8/2017 one-time
G3.B4.S1.MA1 M412243	Administrators will monitor teacher implementation of high yield strategies provided from rigor...	Moses, Tekoa	8/14/2017	iobservation data, LSI tracker, rigor walk data	8/14/2017 daily
G2.B2.S1.MA1 M412237	Title I and AdvancEd surveys	Lawson, LaKisha	10/31/2017	Increase number of completed parent surveys.	10/31/2017 semiannually
G3.B4.S6.MA1 M412248	Mathematics bi-weekly data, MAPS data, and FSA data	Riley, Cassandra	9/15/2017	Data reflection forms and conversations with teachers and students.	4/16/2018 biweekly
G3.B4.S1.MA1 M412242	Administrators will monitor teacher iobservation data of DQ 3 and DQ 4 to increase rigor.	Moses, Tekoa	9/5/2017	Teacher iobservation data, LSI tracker data, and Rigor walk data	4/27/2018 daily
G3.B4.S8.MA1 M412250	Analyzing student data	Riley, Cassandra	9/29/2017	Increase in student proficiencies of grade level standards	4/27/2018 biweekly
G3.B4.S8.MA1 M412251	Administration performs walkthroughs with and without Math Coach.	Lawson, LaKisha	8/14/2017	iObservation and Coach logs	4/27/2018 daily
G3.MA1 M412254	Student achievement positively impacted determined by various data sources (i.e. Bi-weekly asmts,...	Riley, Cassandra	9/15/2017	Students performance improving on identified outcome measures, reviewing data and making instructional decisions based upon Florida Standards	4/30/2018 biweekly
G3.B4.S8.A1 A380015	Teachers will receive professional development in High Yield Number Routines and have developed a...	Moses, Tekoa	9/5/2017		5/11/2018 annually
G2.B2.S1.A2 A380008	Provide teachers with helpful positive communication tips to implement with families.	Lawson, LaKisha	8/14/2017	Increase usage of phone call documentation in FOCUS	5/14/2018 biweekly
G1.B1.S1.MA1 M412231	The Health Committee will meet monthly to monitor the effectiveness of this initiative.	Moses, Tekoa	9/5/2017	Health Committee agenda, assessment modules, and school surveys will provide evidence of fidelity of implementation.	5/18/2018 monthly
G3.B4.S1.A1 A380011	Utilize data provided from Rigor Walks and the LSI tracker to monitor rigor during instruction.	Lawson, LaKisha	9/29/2017	School Administrators will utilize data from Rigor walks as evidence	5/18/2018 quarterly
G3.B4.S5.A1 A380013	Teachers will continuously analyze data to differentiate their instruction in order to meet the...	Lawson, LaKisha	8/10/2017		5/18/2018 biweekly
G3.B4.S10.MA1 M412252	Science Coach will provide feedback and coaching support to teachers.	Lawson, LaKisha	8/21/2017	Science Assessment and SSA Science results	5/18/2018 biweekly
G2.B2.S1.MA1 M412238	Monitor student agendas.	Moses, Tekoa	8/21/2017	Snapshots of effective use of agendas across grade levels.	5/21/2018 biweekly
G3.B4.S6.MA1 M412249	Administrator walkthroughs with and without Math Coach	Lawson, LaKisha	8/10/2017	iObservation and Math coaching logs	5/21/2018 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
G3.B4.S6.A1  A380014	Administrators observe mathematics lessons and provide feedback, with math coach support as...	Lawson, LaKisha	8/10/2017	iObservation feedback and Math Coaching logs.	5/21/2018 daily
G3.B4.S5.MA1  M412246	Provide feedback to teachers and coaching support to strengthen instructional practice.	Moses, Tekoa	8/21/2017	PLC notes, feedback from walk throughs, assessment data	5/24/2018 daily
G3.B4.S5.MA1  M412247	Daily walk throughs during core and intervention blocks to ensure differentiated small group...	Lawson, LaKisha	8/21/2017	Teacher conferring logs/notebooks, student journals, lesson plans	5/24/2018 daily
G3.B4.S10.MA1  M412253	Administration and Science Coach will conduct walk-throughs during science core.	Lawson, LaKisha	8/21/2017	Walk-through feedback and student SLAGS	5/24/2018 weekly
G3.B4.S10.A1  A380016	Teachers will implement the 10-70-20 instructional model with students during the science core...	Moses, Tekoa	8/28/2017		5/24/2018 weekly
G1.MA1  M412232	The Healthy School Team will review all assessment items to determine the most feasible item(s) to...	Moses, Tekoa	9/5/2017	Increased number of eligible assessment modules and completion action plans for the Alliance for a Healthier Generation, Healthy School Program.	5/25/2018 monthly
G4.MA1  M412266	Improved student achievement leading to closing the gap for African-American students	Lawson, LaKisha	8/14/2017	Improved performance on identified formative assessments and outcome measures	5/25/2018 biweekly
G1.B1.S1.MA1  M412230	Staff will be surveyed at the end of the 2016/2107 school year to monitor effectiveness.	Moses, Tekoa	8/21/2017	End of the year staff health and wellness committee survey	5/25/2018 monthly
G1.B1.S1.A1  A380005	The School Health Committee will plan various activities and initiatives to provide the staff with...	Moses, Tekoa	9/11/2017	Survey staff about the benefits of the various initiatives aimed at increasing healthy school environments.	5/25/2018 monthly
G4.B3.S1.MA1  M412262	African American student proficiency on grade level assessments	Riley, Cassandra	9/11/2017	African American data on bi-weekly assessments, MAP, FSA, and SSA.	5/25/2018 biweekly
G4.B3.S1.MA1  M412263	Monitor lessons plans for implementation of the 6 M's of Culturally Responsive Instruction	Moses, Tekoa	8/10/2017	Teacher lesson plans, walkthroughs monitoring the 6 M's of culturally responsive instruction, and iObservation data	5/25/2018 weekly
G4.B3.S2.MA1  M412264	Monitor student behavior data	Woody, Patrick	8/10/2017	Decrease in behavior infractions	5/25/2018 daily
G4.B3.S2.MA1  M412265	Full implementation of SEL during Morning Meeting	Marshall, Cindi	8/14/2017	Morning Meeting feedback	5/25/2018 daily
G3.B4.S3.MA1  M412244	Science Coach will look at available science data to monitor effectiveness of science lab...	Riley, Cassandra	9/5/2017	Beginning of the year diagnostic, mid-year diagnostic, and lab assessments	5/25/2018 monthly
G3.B4.S3.MA1  M412245	Science Coach will monitor implementation of Science Labs	Moses, Tekoa	8/10/2017	Pre/post data, science lab data, beginning of the year diagnostic, and mid-year diagnostic.	5/25/2018 weekly
G3.B4.S3.A1  A380012	Consistent Science Lab Implementation	Moses, Tekoa	8/10/2017	Pre/post data, beginning of the year diagnostic, and mid year diagnostic data to drive instruction.	5/25/2018 weekly

V. Professional Development Opportunities

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

G3. By engaging in daily rigorous lesson activities, students will meet or exceed expectations in reading, math, writing, and science in regard to state level proficiencies for the 2017-18 school year.

G3.B4 Varied understanding of grade level standards.

G3.B4.S5 Teachers use data to plan differentiation, intervention, and scaffold instruction to increase student performance.

PD Opportunity 1

Teachers will continuously analyze data to differentiate their instruction in order to meet the needs of their diverse learners.

Facilitator

Content Area Coaches and MTSS Coach

Participants

Grade level teachers

Schedule

Biweekly, from 8/10/2017 to 5/18/2018

G3.B4.S8 Mathematics teachers utilize high yield instructional strategies to develop number sense, flexibility, and fluency alongside growth mindset.

PD Opportunity 1

Teachers will receive professional development in High Yield Number Routines and have developed a daily process for implementation.

Facilitator

Just in Time Coach

Participants

K-5 Mathematics teachers

Schedule

Annually, from 9/5/2017 to 5/11/2018

G3.B4.S10 Support teachers in understanding the (rigor) new language and routine practice of the 10-70-20 Instructional model for students. This model consists of Setting of the Purpose (10%), Core Science (70%), and Confirming the Learning (20%).

PD Opportunity 1

Teachers will implement the 10-70-20 instructional model with students during the science core instruction.

Facilitator

Tiffani Vinson

Participants

Instructional Staff

Schedule

Weekly, from 8/28/2017 to 5/24/2018

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.B3 Lack of strategies/skillsets to successfully reintegrate students back into the classroom

G4.B3.S1 Provide targeted professional development and additional coaching to teachers and leaders on culturally responsive strategies to increase engagement and improve grade level proficiencies for African American students.

PD Opportunity 1

Professional Development for teachers and staff on culturally responsive teaching

Facilitator

Mary Conage

Participants

Staff

Schedule

On 7/28/2017

G4.B3.S2 Provide school leadership teams with strategies on Social and Emotional Learning (SEL) and programs to help students develop specific social and emotional competencies that have been linked to positive outcomes.

PD Opportunity 1

Provide professional development for staff

Facilitator

Social Services

Participants

Staff

Schedule

On 8/8/2017

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.B2.S1.A1	Introduce the new way of communication to staff.				\$0.00
3	G2.B2.S1.A2	Provide teachers with helpful positive communication tips to implement with families.				\$0.00
4	G3.B4.S1.A1	Utilize data provided from Rigor Walks and the LSI tracker to monitor rigor during instruction.				\$0.00
5	G3.B4.S10.A1	Teachers will implement the 10-70-20 instructional model with students during the science core instruction.				\$0.00
6	G3.B4.S3.A1	Consistent Science Lab Implementation				\$0.00
7	G3.B4.S5.A1	Teachers will continuously analyze data to differentiate their instruction in order to meet the needs of their diverse learners.				\$7,891.42
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	120-Classroom Teachers	2281 - Maximo Elementary School	UniSIG		\$6,828.26
			Notes: Provide funds for stipends for teachers to collaboratively plan lessons and assessments and review data beyond the contracted day.			
	6300	210-Retirement	2281 - Maximo Elementary School	UniSIG		\$540.80
			Notes: Provide funds for retirement benefits for stipends for teachers to collaboratively plan lessons and assessments and review data beyond the contracted day.			
	6300	220-Social Security	2281 - Maximo Elementary School	UniSIG		\$423.35
			Notes: Provide funds for social security benefits for stipends for teachers to collaboratively plan lessons and assessments and review data beyond the contracted day.			
	6300	220-Social Security	2281 - Maximo Elementary School	UniSIG		\$99.01
			Notes: Provide medicare benefits for stipends for teachers to collaboratively plan lessons and assessments and review data beyond the contracted day.			
8	G3.B4.S6.A1	Administrators observe mathematics lessons and provide feedback, with math coach support as requested.				\$0.00
9	G3.B4.S8.A1	Teachers will receive professional development in High Yield Number Routines and have developed a daily process for implementation.				\$0.00
10	G4.B3.S1.A1	Professional Development for teachers and staff on culturally responsive teaching				\$0.00
11	G4.B3.S2.A1	Provide professional development for staff				\$149,937.02

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	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	2281 - Maximo Elementary School	UniSIG		\$68,282.62
			<i>Notes: Provide funds for stipends for teachers to attend professional development beyond the contracted day and school year.</i>			
	6400	210-Retirement	2281 - Maximo Elementary School	UniSIG		\$5,407.98
			<i>Notes: Provide retirement benefits for teachers to attend professional development beyond the contracted day and school year.</i>			
	6400	220-Social Security	2281 - Maximo Elementary School	UniSIG		\$4,233.52
			<i>Notes: Provide social security benefits for teachers to attend professional development beyond the contracted day and school year.</i>			
	6400	220-Social Security	2281 - Maximo Elementary School	UniSIG		\$990.10
			<i>Notes: Provide medicare benefits for teachers to attend professional development beyond the contracted day and school year.</i>			
	6400	140-Substitute Teachers	2281 - Maximo Elementary School	UniSIG		\$3,889.32
			<i>Notes: Provide substitute teachers for classroom teachers to attend professional development opportunities that occur during the school day.</i>			
	6400	220-Social Security	2281 - Maximo Elementary School	UniSIG		\$56.40
			<i>Notes: Provide medicare benefits for substitutes for teacher to attend professional development opportunities that occur during the school day.</i>			
	6400	310-Professional and Technical Services	2281 - Maximo Elementary School	UniSIG		\$19,728.56
			<i>Notes: Provide funds for consultants to provide professional development for teachers and administrators aligned with school improvement goals and initiatives.</i>			
	6400	330-Travel	2281 - Maximo Elementary School	UniSIG		\$7,891.42
			<i>Notes: Provide funds for registration fees and travel expenses for teachers and administrators to attend workshops and conferences.</i>			
	6400	612-Library Books for Existing Libraries	2281 - Maximo Elementary School	UniSIG		\$7,891.42
			<i>Notes: Provide funds for professional development resources and books.</i>			
	5100	510-Supplies	2281 - Maximo Elementary School	UniSIG		\$11,837.13
			<i>Notes: Provide funds for instructional materials and supplies for students (notebooks, markers, science lab supplies) to support classroom engagement.</i>			
	5100	612-Library Books for Existing Libraries	2281 - Maximo Elementary School	UniSIG		\$3,945.71
			<i>Notes: Provide funds for supplemental books for students.</i>			
	5100	644-Computer Hardware Non-Capitalized	2281 - Maximo Elementary School	UniSIG		\$7,891.42
			<i>Notes: Provide funds for non-capitalized computer hardware to support student engagement and differentiated instruction in the classroom.</i>			

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	5100	692-Computer Software Non-Capitalized	2281 - Maximo Elementary School	UniSIG		\$7,891.42
			<i>Notes: Provide funds for non-capitalized computer software to support student engagement and differentiated instruction in the classroom.</i>			
Total:						\$157,828.44