

Pinellas County Schools

Maximo Elementary School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	12
Budget to Support Goals	14

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)	2017-18 Title I School	2017-18 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	2016-17	2015-16	2014-15
Grade	C	D	C	F*

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

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.

Provide the school's vision statement.

To provide every scholar with equitable and rigorous standards based instruction in order for him/her to successfully make at least a year's growth of learning.

School Leadership Team

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
Hall, Natasha	Instructional Coach
Halligan, Kathleen	Instructional Coach

Duties

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.

Early Warning Systems

Year 2017-18

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	12	8	11	9	8	7	0	0	0	0	0	0	0	55
One or more suspensions	1	2	3	4	11	2	0	0	0	0	0	0	0	23
Course failure in ELA or Math	1	5	19	33	27	11	0	0	0	0	0	0	0	96
Level 1 on statewide assessment	0	0	0	0	13	24	0	0	0	0	0	0	0	37

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		1	1	0	0	8	6	0	0	0	0	0	0	16

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	5	0	0	0	0	0	0	0	0	0	5
Retained Students: Previous Year(s)	0	0	0	4	0	0	0	0	0	0	0	0	0	4

Date this data was collected

Wednesday 7/25/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Our Students With Disabilities (SWD) subgroup performed the lowest. From the data we have, yes this is a trend.

Which data component showed the greatest decline from prior year?

The greatest decline from the prior year is the learning gains of our African-American L25 scholars in ELA.

Which data component had the biggest gap when compared to the state average?

Our Grade 3 math component had the biggest gap compared to the state average.

Which data component showed the most improvement? Is this a trend?

Our Grade 5 math component showed the most improvement. Yes, this a trend.

Describe the actions or changes that led to the improvement in this area.

We afforded our teachers in grades 3-5 to departmentalize in order to become "Master Teachers" by allowing them to focus on providing instruction for one to two content area(s).

Our intervention hour & core instruction focused on standards-based instruction.

The curriculum we implemented is standards aligned.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	29%	50%	56%	26%	52%	52%
ELA Learning Gains	51%	47%	55%	50%	52%	52%
ELA Lowest 25th Percentile	48%	40%	48%	57%	46%	46%
Math Achievement	31%	61%	62%	34%	60%	58%
Math Learning Gains	49%	56%	59%	58%	61%	58%
Math Lowest 25th Percentile	50%	42%	47%	57%	46%	46%
Science Achievement	31%	57%	55%	29%	55%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	12 (34)	8 (18)	11 (18)	9 (15)	8 (4)	7 (13)	55 (102)
One or more suspensions	1 (0)	2 (25)	3 (11)	4 (13)	11 (17)	2 (10)	23 (76)
Course failure in ELA or Math	1 (1)	5 (11)	19 (39)	33 (38)	27 (8)	11 (14)	96 (111)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (53)	13 (58)	24 (44)	37 (155)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	22%	53%	-31%	57%	-35%
	2017	35%	56%	-21%	58%	-23%
Same Grade Comparison		-13%				
Cohort Comparison						
04	2018	34%	51%	-17%	56%	-22%
	2017	25%	54%	-29%	56%	-31%
Same Grade Comparison		9%				
Cohort Comparison		-1%				
05	2018	25%	50%	-25%	55%	-30%
	2017	27%	50%	-23%	53%	-26%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-2%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	20%	62%	-42%	62%	-42%
	2017	34%	60%	-26%	62%	-28%
Same Grade Comparison		-14%				
Cohort Comparison						
04	2018	27%	62%	-35%	62%	-35%
	2017	32%	66%	-34%	64%	-32%
Same Grade Comparison		-5%				
Cohort Comparison		-7%				
05	2018	46%	61%	-15%	61%	-15%
	2017	37%	58%	-21%	57%	-20%
Same Grade Comparison		9%				
Cohort Comparison		14%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	30%	57%	-27%	55%	-25%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	9	27		22	20						
BLK	25	47	50	28	51	54	29				
HSP	36			55							
WHT	50	69		36	38						
FRL	29	51	48	33	48	50	31				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	10	9		19	45						
BLK	27	39	68	33	46	45	21				
HSP				36							

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	38			46							
FRL	26	40	57	33	49	42	28				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Sustaining a healthy learning environment.

Rationale To develop and sustain a healthy, respectful, caring, and safe learning environment.

Intended Outcome Bronze Level recognition

Point Person Tekoa Moses (mosest@pcsb.org)

Action Step

Description Monthly Wellness Committee meetings
 Committee provides healthy snacks for staff and scholars
 Staff participates in district's wellness initiative (Go365)
 Physical Education Department implemented a "Mile High" running club for scholars

Person Responsible Tekoa Moses (mosest@pcsb.org)

Plan to Monitor Effectiveness

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

Person Responsible Tekoa Moses (mosest@pcsb.org)

Activity #2	
Title	Foster a positive school environment.
Rationale	Provides opportunities for effective and consistent communication between school and home.
Intended Outcome	To increase parental involvement and student achievement.
Point Person	Cheryl Pe (pec@pcsb.org)
Action Step	
Description	Provide professional development for staff on Class Dojo. Provide teachers with helpful positive communication tips to implement with scholars and families. Increase parental participation at PTA, SAC, and monthly family workshops. Continue implementing our Social Emotional Learning curriculum during our daily Morning Meetings.
Person Responsible	Cheryl Pe (pec@pcsb.org)
Plan to Monitor Effectiveness	
Description	Student Services will monitor the implementation of Class DoJo by utilizing the provided reports.
Person Responsible	Cheryl Pe (pec@pcsb.org)

Activity #3

Title Provide scholars with an equitable standards based instruction.

Rationale To prepare our scholars for college and career opportunities.

To provide every scholar with equitable and rigorous standards based instruction in order for him/her to successfully make at least a year's worth of growth.

Intended Outcome This year's targets are:
ELA- 40%
ELA Learning Gains- 60%
ELA Learning Gains of L25 Scholars 60%
Math-46%
Math Learning Gains- 60%
Math Learning Gains of L25 Scholars- 60%
Science- 40%

Point Person LaKisha Lawson (lawsonlak@pcsb.org)

Action Step

In order to achieve the desired outcome, our:
Instructional Leadership Team (ILT) will provide ongoing feedback, monitoring and support to teachers.

Description Instructional staff will participate in Cycles of Professional Learning (CPL).
Instructional staff will meet weekly to plan equitable standards based instruction (i.e. Instructional Practice Guides).
Instructional staff will analyze various formative and summative assessment data.

Person Responsible LaKisha Lawson (lawsonlak@pcsb.org)

Plan to Monitor Effectiveness

Description Administer and analyze various assessment data
Analyze student work samples
Facilitate Leadership Walk-throughs
Create and monitor a walk-through feedback tool for teachers

Person Responsible LaKisha Lawson (lawsonlak@pcsb.org)

Activity #4

Title Increase proficiency of African-American Scholars
Rationale Increase proficiency of African-American scholars in order to close the achievement gap between black and non-black scholars.

To provide African-American scholars with an equitable and rigorous standards based instruction in order for him/her to successfully make at least a year's worth of growth.

Intended Outcome
 This year's targets are:
 ELA- 40%
 ELA Learning Gains- 60%
 ELA Learning Gains of L25 Scholars 60%
 Math-46%
 Math Learning Gains- 60%
 Math Learning Gains of L25 Scholars- 60%
 Science- 40%

Point Person LaKisha Lawson (lawsonlak@pcsb.org)

Action Step

Description
 In order to achieve the desired outcome, our:
 Instructional Leadership Team (ILT) will provide ongoing feedback, monitoring and support to teachers.
 Instructional staff will participate in Cycles of Professional Learning (CPL).
 Instructional staff will meet weekly to plan equitable standards based instruction (i.e. Instructional Practice Guides).
 Instructional staff will analyze various formative and summative assessment data.

Person Responsible LaKisha Lawson (lawsonlak@pcsb.org)

Plan to Monitor Effectiveness

Description
 Administer and analyze various assessment data
 Analyze student work samples
 Facilitate Leadership Walk-throughs
 Create and monitor a walk-through feedback tool for teachers

Person Responsible LaKisha Lawson (lawsonlak@pcsb.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

PFEP Link

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

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.

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.

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.

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 district departments. Title I staff monitor expenditures of Title I, Part A funds to ensure that they supplement rather than supplant other funds available to schools.

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 these funds and a portion of Title I, Part A funds reserved for services to neglected and delinquent youth. 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 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. Funds are also used for recruitment and retention activities and bonuses for high need schools.

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.

The district receives funds to provide resources for students identified as homeless under the McKinney-Vento Act, to eliminate barriers to a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students.

Supplemental Academic Instruction (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.

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.

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.

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

Part V: Budget

Total:	\$0.00
---------------	---------------