

Pinellas County Schools

Maximo Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	18
Positive Culture & Environment	26
Budget to Support Goals	27

Maximo Elementary School

4850 31ST ST S, St Petersburg, FL 33712

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

Demographics

Principal: Lisa Austin

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (47%) 2017-18: C (41%) 2016-17: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	18
Title I Requirements	0
Budget to Support Goals	27

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)	2020-21 Title I School	2020-21 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	93%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Moses, Tekoa	Principal	The principal and assistant principal provide a common vision for the use of data-based decision making, ensuring quality Core Instruction takes place daily in ALL classrooms. The implementation of Power Hour/ Intervention is implemented with fidelity and integrity daily. The principal will provide ongoing professional development for all faculty and staff based on our schoolwide data: academic, behavior, attendance, teachers' observations, parents, community, scholars, and faculty and staff surveys. The principal will ensure parents receive ongoing progress of their child's academic and non-academic progress as well as ensure we have monthly parent workshops that align with our academic program of work.
Johnson, Tenishelah	Assistant Principal	The assistant principal provides a common vision for the use of data-based decision making, ensuring quality Core Instruction takes place daily in ALL classrooms. The implementation of Power Hour/ Intervention is implemented with fidelity and integrity daily. The assistant principal will provide ongoing professional development for all faculty and staff based on our schoolwide data: academic, behavior, attendance, teachers' observations, parents, community, scholars, and faculty and staff surveys. The assistant principal will ensure parents receive ongoing progress of their child's academic and non-academic progress as well as ensure we have monthly parent workshops that align with our academic program of work.
Riley, Cassandra	Instructional Coach	The MTSS coaches will work closely with our school educational diagnostician with our Tier II and III scholars. They will collaborate with the literacy and math coaches about Tier II and III students' progress. The MTSS coaches and educational diagnostician will have a laser-like focus on Tier II and III students. Tier II students will receive an additional 30 minutes daily of small group instruction. (progress monitoring bi-weekly) Tier III will receive 60 minutes of small group instruction. (progress monitoring weekly) The MTSS coaches will collaborate with the content area coaches on how to differentiate instruction during core. They will provide adequate professional development as needed on implementing RTI with fidelity and integrity. Additionally, they will work with small groups.
Pe, Cheryl	Psychologist	School Psychologist: Participates in the collection, interpretation, and analysis of data; facilitates the development of intervention plans; provides support for intervention fidelity and documentation; provides technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based making activities. The school psychologist will support ESE program ongoing. The psychologist may also facilitate small group and 1 on 1 interventions as needed.
Daughtry, Jasmine	Reading Coach	Literacy, math and science coach will provide teachers resources and support in a non-evaluative way focused to improve instructional practice.

Name	Position Title	Job Duties and Responsibilities
		Most of the coaches' time will be spent implementing feedback based on the Marzano LSI practices with teachers, through coaching cycles, meeting teachers where they are to differentiate their support. As the coaches will provide support in the five areas of instructional support for teachers: theory underlying instruction, demonstration of activities, observation of teachers practicing new lessons, feedback and reflection about instruction, and supporting collaboration among teachers weekly in our grade level professional learning communities. They will facilitate frequent professional development meetings devoted to examining samples of student work and assessment data, helping teachers interpret assessment information and use that information to provide more focused instruction based on student needs. Additionally, the instructional coaches will lead literacy, math, and science workshops with parents.
Woody, Patrick	Behavior Specialist	
Hutton, Carol	Math Coach	
Caldwell, Maegan	Math Coach	
Shivers, Nikita	Reading Coach	

Demographic Information

Principal start date

Monday 7/1/2019, Lisa Austin

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

18

Total number of teacher positions allocated to the school

31

Total number of students enrolled at the school

386

Identify the number of instructional staff who left the school during the 2020-21 school year.

10

Identify the number of instructional staff who joined the school during the 2021-22 school year.

7

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	30	69	58	81	59	52	0	0	0	0	0	0	0	349
Attendance below 90 percent	0	37	30	40	26	23	0	0	0	0	0	0	0	156
One or more suspensions	0	3	0	4	6	4	0	0	0	0	0	0	0	17
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

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	4	2	14	0	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 7/8/2021

2020-21 - 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	
Number of students enrolled	34	59	88	77	56	73	0	0	0	0	0	0	0	387
Attendance below 90 percent	1	33	57	40	30	26	0	0	0	0	0	0	0	187
One or more suspensions	0	0	0	3	8	9	0	0	0	0	0	0	0	20
Course failure in ELA	0	0	0	13	14	0	0	0	0	0	0	0	0	27
Course failure in Math	0	0	0	13	14	0	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide ELA assessment	0	0	0	0	47	34	32	0	0	0	0	0	0	113
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	2	19	19	0	0	0	0	0	0	0	40

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	1	1	0	6	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

2020-21 - 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	
Number of students enrolled	34	59	88	77	56	73	0	0	0	0	0	0	0	387
Attendance below 90 percent	0	37	30	40	26	23	0	0	0	0	0	0	0	156
One or more suspensions	0	0	0	3	8	9	0	0	0	0	0	0	0	20
Course failure in ELA	0	0	0	13	14	0	0	0	0	0	0	0	0	27
Course failure in Math	0	0	0	13	14	0	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide ELA assessment	0	0	0	0	47	34	32	0	0	0	0	0	0	113
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	2	19	19	0	0	0	0	0	0	0	40

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	1	1	0	6	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				30%	54%	57%	29%	50%	56%
ELA Learning Gains				48%	59%	58%	51%	47%	55%
ELA Lowest 25th Percentile				59%	54%	53%	48%	40%	48%
Math Achievement				34%	61%	63%	31%	61%	62%
Math Learning Gains				57%	61%	62%	49%	56%	59%
Math Lowest 25th Percentile				68%	48%	51%	50%	42%	47%
Science Achievement				34%	53%	53%	31%	57%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	33%	56%	-23%	58%	-25%
Cohort Comparison						
04	2021					
	2019	29%	56%	-27%	58%	-29%
Cohort Comparison		-33%				
05	2021					
	2019	25%	54%	-29%	56%	-31%
Cohort Comparison		-29%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	34%	62%	-28%	62%	-28%
Cohort Comparison						
04	2021					
	2019	23%	64%	-41%	64%	-41%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-34%				
05	2021					
	2019	39%	60%	-21%	60%	-21%
Cohort Comparison		-23%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	31%	54%	-23%	53%	-22%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady data

MAP Data

Bi-weekly/Tri-weekly Assessment Data

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	16%	35%	-
	Economically Disadvantaged	16%	35%	-
	Students With Disabilities	0	0	-
	English Language Learners	0	1%	-
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	14%	24%	-
	Economically Disadvantaged	14%	24%	-
	Students With Disabilities	17%	0	0
	English Language Learners	0	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18%	23%	25%
	Economically Disadvantaged	18%	23%	25%
	Students With Disabilities	22%	10%	10%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13%	14%	0
	Economically Disadvantaged	13%	14%	0
	Students With Disabilities	22%	0	0
	English Language Learners	0	0	0
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25%	34%	60%
	Economically Disadvantaged	25%	34%	60%
	Students With Disabilities	0	0	0
	English Language Learners	-	-	50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2%	8%	17%
	Economically Disadvantaged	2%	8%	17%
	Students With Disabilities	0	0	0%
	English Language Learners	-	-	50%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	6%	9%	67%
	Economically Disadvantaged	6%	9%	67%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6%	12%	25%
	Economically Disadvantaged	6%	12%	25%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15%	25%	-
	Economically Disadvantaged	15%	25%	-
	Students With Disabilities	0	0	
	English Language Learners	0	0	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12%	14%	-
	Economically Disadvantaged	12%	14%	-
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	15%	19%	23%
	Economically Disadvantaged	15%	23%	32%
	Students With Disabilities	0	0	0
	English Language Learners	-	-	-
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	10			14							
BLK	26	39	47	26	58	67	27				
HSP	40			40							
FRL	27	27	36	27	47	67	27				
2019 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 2017-18	C & C Accel 2017-18
SWD	17	50		25	65						
BLK	27	48	62	29	54	68	27				
HSP	50			58							
WHT	56	55		69	64						
FRL	29	50	65	29	52	68	29				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	300
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	12

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The data component that showed the lowest performance was ELA proficiency according to 2018 FSA. When looking at formative assessment data it can be determined that Math proficiency and learning gains showed the lowest performance. The contributing factor to low performance was foundational skills in ELA and mathematics, inconsistent use of IPG's to provide teachers with standards -based feedback. According to Florida Standards Assessment and Every Student Succeeds Act 2018/2019 scholars with disabilities showed the lowest performance.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Students with Disabilities
Math proficiency
ELA Proficiency

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The data component that showed the greatest decline was the learning gains of the Lowest 25 scholars in both English Language Arts and Math according to the Winter MAP results. The factors contributing to this decline included a need to plan for corrective instruction for L25 scholars (intervention hour), monitoring iReady minutes in English Language Arts and Math. The new actions that need to be taken to address this need for improvement is effective questioning, scholar doing the work and carrying the cognitive load...

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based off progress monitoring...

The 2019 data component that displayed the greatest improvement was the learning gains of our L25 scholars in math. The actions the school took included a focus on the aspects of rigor, target-task alignment, collaborative planning, and focus on the major work of the grade level.

What were the contributing factors to this improvement? What new actions did your school take in this area?

L25 small group instruction facilitated by content coaches
Bi-weekly monitoring and action planning
Mentor assigned to each L25 scholar

What strategies will need to be implemented in order to accelerate learning?

Bi-weekly assessments and action planning
ESE teachers to plan with content coaches and grade level teachers
Unpacking standards during PLC
Student work analysis protocol

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

AVID WICOR strategies
Marzano teaching model
Equity centered practices
Content specific professional development

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Culture and Climate

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus	Instructional Practice was selected because when looking at our data in ELA, Math, and Science, our goal is to increase scholar learning and proficiency. To promote scholar learning we must improve teacher instructional practice.
Description and Rationale:	
Measurable Outcome:	<p>Presently we have 34% of scholars proficient in Math. The 2020/21 Math goal is 36%</p> <p>Presently we have 34% of scholars proficient in Science. The 2020/21 Science goal is 35%</p> <p>Presently we have 48% of L25 scholars made ELA learning gains. The 2020/21 goal is 65%</p> <p>Presently we have 50% of L25 scholars made Math learning gains. The 2021/22 goal is 70%</p>
Monitoring:	Through consistent high quality instructional practice our scholars will meet the above goals for the 2020/2021 school year according to the FSA.
Person responsible for monitoring outcome:	Leadership walks/Observational based on monthly professional development
Person responsible for monitoring outcome:	Tekoa Moses (mosest@pcsb.org)
Evidence-based Strategy:	<p>Professional Learning Communities (PLC)</p> <p>Professional learning communities will be focused on standards-based planning, student work analysis protocol, development of common assessments, and analyzing data. The work of the PLC will be centered around the research of Richard DuFour's PLC questions:</p> <ol style="list-style-type: none"> 1. What is it we want our scholars to learn? 2. How will we know if each scholars have learned it? 3. How will we respond when some scholars do not learn it? 4. How can we extend and enrich the learning for scholar who have demonstrated proficiency? <p>Empower AVID Cohort teachers (K-5) to develop as content leaders through the use of WICOR strategies to increase instructional practice. They will co-facilitate PD sessions alongside administrators and content leaders, open classrooms for observations, and coach colleagues in effective instructional practices.</p> <p>Unpacking grade level ELA standards during PLC's and annotating the text. Support and utilize formal and informal assessment strategies that inform instruction. Identify proficiency levels and implement instructional strategies to increase conceptual development of key content.</p> <p>Facilitated monthly Professional Development on AVID CRT strategies to address culturally relevant instructional strategies.</p> <p>Unpacking grade level Math standards during PLC's and doing the math to plan for the appropriate aspect of rigor. Support and utilize formal and informal assessment strategies that inform instruction. Identify proficiency levels and implement instructional strategies to increase conceptual development of key content.</p> <p>Unpacking grade level Science standards during PLC's. Utilize Science Labs to provide an opportunity for scholars to have real-world examples as they acquire Science content.</p>

Support and utilize formal and informal assessment strategies that inform instruction. Identify proficiency levels and implement instructional strategies to increase scholar proficiency. Implement What's the Evidence, Science Gaming, and Science Labs to solidify scholar learning.

The Equity Team will facilitate professional development through monthly meetings and/or weekly communication strategies around the Four Drivers of Equity and the Bridging the Gap Plan and how they relate to online learning.

Action planning, mentoring, and small group instruction for L25 scholars to close the achievement gap as outlined in the Bridging the Gap Plan.

Utilizing the AVID WICOR strategies will increase teacher knowledge of instructional strategies and scholar college and career readiness.

Standards Study will help teacher clarity and instructional practice by identifying the verbs, understanding the language of the standards, planning for higher order questions, and utilizing the level descriptors to plan for differentiated teaching and learning.

**Rationale
for
Evidence-
based
Strategy:**

Unpacking standards and utilizing multiple formal and informal assessments (ex. Exit tickets, MFAS, and Illustrative Mathematics tasks, and student work analysis) will provide teachers with corrective instruction information to inform teaching and learning.

Standards study and utilizing multiple formal and informal assessments (ex. Science probes, Assessments, Diagnostic, and What's the Evidence tasks, and student work analysis) will provide teachers with corrective instruction information to inform teaching and learning.

Facilitating monthly professional development around the AVID CRT will inspire teachers and families to form powerful learning partnerships to enhance student performance.

Facilitating professional development around the Three Drivers of Equity will provide a structure for reflection, courageous conversations, and adaptive change.

Increase proficiency of African-American scholars in order to close the achievement gap between black and non-black scholars as outlined in the Bridging the Gap Plan.

Action Steps to Implement

Teachers will attend weekly Standards-based professional development and planning in ELA for teachers with a focus on equity grounded within the shifts. (ex. Marzano focus model, unpacking the standards, Standards Institute, text analysis, cognitive complexity, determining text complexity, and student work analysis protocol)

Person Responsible Jasmine Daughtry (daughtryj@pcsb.org)

Teachers will attend Standards-based professional development in Math for teachers with a focus on progression of standards-horizontal and vertical planning looking at the major work of the grade. (ex. Standard Study, aspects of rigor, coherence map, student work analysis, Scholar discourse, Mathematical Practices)

Person Responsible Carol Hutton (huttonc@pcsb.org)

Empower AVID Cohort teachers to develop as content leaders through the use of WICOR strategies to increase instructional practice. They will co-facilitate PD sessions alongside administrators and content leaders, open classrooms for observations, and coach colleagues in effective instructional practices.

Person Responsible Tekoa Moses (mosest@pcsb.org)

During PLCs teachers and coaches will plan to utilize high-interest, culturally relevant, complex texts (with all scholars) across subjects areas to build knowledge and understanding and write standards-aligned, scaffolded text-dependent questions (and responses) that translate into text-based discussion and writing - all driving toward key understandings in the text

Person Responsible Tekoa Moses (mosest@pcsb.org)

#2. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus	A focus on culture and environment relating to social and emotional learning is going to promote an increase in scholar attendance, self-efficacy, teacher retention, family engagement and a healthy school.
Description and Rationale:	
Measurable Outcome:	<p>Maximo Elementary scholars will increase attendance physically and/or virtually by 5% as measured by the 2021-2022 daily average attendance rate.</p> <p>Maximo Elementary scholars will show a decrease in discipline infractions by 5% monthly as measured by FOCUS discipline data.</p> <p>Maximo Elementary families will demonstrate a 5% increase in participation in virtual family engagement activities as measured by Title I parent engagement activity sheets.</p> <p>Maximo Staff culture will increase satisfaction ratings by 5% as measured by the yearly school climate survey.</p>
Monitoring:	<p>CST Monitoring scholars attendance bi-weekly</p> <p>Implementation of the school House System</p>
Person responsible for monitoring outcome:	Tenishelah Johnson (johnsonten@pcsb.org)
Evidence-based Strategy:	<p>Using Positive Behavior Support Intervention strategies creates more efficient and effective systems to monitor attendance.</p> <p>The school will continue with the Positive Behavior Support Interventions and implement the Second Steps curriculum for the 2021-2022 school year.</p> <p>The Pinellas County Schools Family Engagement Manual uses the Dual Capacity-Building Framework for Family-School Partnerships which is a link to learning, building relationships, and develop the dual capacity for families and staff. In conjunction with this manual, Florida's Multi-Tiered System of Supports (MTSS) Family and Community Engagement map provides additional strategies to improve and refrained the school practice over time.</p> <p>The Benchmark of Quality yearly evaluation system of PBIS provides guidance and strategies to improve culture and climate for staff.</p> <p>The Positive Behavior Support Intervention is used because behavior and attendance often link together. Using the Tier framework helps conceptualize attendance and create an action plan for the tiers to support scholar needs. (Tier- 1 Universal all scholars: Preventives and initiatives programs 80-100% , Tier-2 Scholars at risk or rising attendance: Interventions 20% -15%, Tier-3 Chronic absence/ habitually truant: Intensive Programs(5-15%)</p>
Rationale for Evidence-based Strategy:	<p>The Positive Behavior Support Intervention has a framework and guidance to support scholars at all tier-3 levels of support. The Second Steps will provide lessons for grades Pre-K- 5th to address social-emotional skills and techniques to help our scholars cope with and recover from extreme stress and trauma.</p> <p>Research has pointed out that effective engagement activities, directly linked to core learning, and integrated within a system of learning supports, increases academic student performance. Using the MTSS Family and Community Engagement map helps the school leadership team improve implementation levels and fidelity of family and community engagement practices as well as in a coaching capacity with staff and families.</p>

The use of the Benchmarks of Quality is a comprehensive overview of ratings to guide the team to improve staff voice and identify the necessary action steps. These steps will create a working community where staff is valued and appreciated for the service they provide to our scholars, parents, and community.

Action Steps to Implement

Child Study Teams bi-weekly meetings. A strategic plan is created with process and procedures including protocols outlined to monitor face-to-face and virtual attendance. The team will communicate the plan to staff, parents, and scholars as well as provide consistent updates on progression. Ongoing attendance initiatives will continue.

Bi-Weekly MTSS Behavior Meetings focused on teaching staff and scholars the behavior expectations, Staff training using cultural Responsive Strategies with quarterly PD based on the needs of school culture and discipline data. Ongoing weekly classroom management walkthroughs, feedback, coaching cycles, and identify scholars with 2 or more behavior referrals. Using Proactive behavior strategies that support scholars' needs. Communication of behavior data by monthly visual displays and other media. Ongoing behavior celebrations will continue and an adaptive plan for tier-2-&- 3 scholars will also be implemented and monitored.

Creating a family engagement team of parents and staff members that meet monthly. Using existing Title 1 data to determine the next steps and develop processes, procedures, and family engagement events centered around training that link academic resources and partnerships with families and staff. Improving the school communication system to inform parents and keep them connected through media platforms. Offering parents small group training to help them learn how to use Canvas, Microsoft Teams, Zoom and district virtual learning to better help their child(ren). Providing a feedback survey to plan what parents need to help their families be successful.

The PBIS team will meet monthly to improve practice that focuses on retaining staff culture and climate. The team will establish a staff survey to get staff input and use the data to plan and disseminate. A written plan will be communicated to the staff which includes how the team will implement strategies with given dates, and how the team will monitor the effectiveness of the plan.

Person Responsible Tenishelah Johnson (johnsonten@pcsb.org)

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	Students with disabilities was identified as a critical need because we scored less than 41% proficiency in that ESSA subgroup.
Measurable Outcome:	Students with disabilities will make a learning gain as measured by moving a bucket position from 2021 FSA to 2022 FSA.
Monitoring:	Core Instruction fidelity walkthroughs looking at scholars with disabilities as well as Bi-weekly Assessments and action planning.
Person responsible for monitoring outcome:	Tekoa Moses (mosest@pcsb.org)
Evidence-based Strategy:	Collaboration and planning of the ESE teachers and grade level teachers with content coaches. During weekly PLCs using various data sources (formative assessments, running records, and district and state assessments) the team will identify struggling students and provide appropriate interventions.
Rationale for Evidence-based Strategy:	Building teacher instructional expertise about standards-based instruction using rigorous scholar-centered tasks
Action Steps to Implement	
During PLCs the team will analyze the results from various data sources to form student groupings and plan for small group instruction with an intervention schedule	
Person Responsible	Tenishelah Johnson (johnsonten@pcsb.org)
During PLCs teachers and coaches will plan to utilize high-interest, culturally relevant, complex texts (with all scholars) across subjects areas to build knowledge and understanding and write standards-aligned, scaffolded text-dependent questions (and responses) that translate into text-based discussion and writing - all driving toward key understandings in the text	
Person Responsible	Tekoa Moses (mosest@pcsb.org)

#4. Instructional Practice specifically relating to ELA

Area of Focus	Instructional Practice was selected because when looking at our data in order to increase scholar learning and proficiency. To promote scholar learning we must improve teacher instructional practice.
Description and Rationale:	
Measurable Outcome:	Presently we have 31% of scholars proficient in ELA. The 2020/21 ELA goal is 32%.
Monitoring:	Leadership walks/Observational based on monthly professional development
Person responsible for monitoring outcome:	Tekoa Moses (mosest@pcsb.org)
Evidence-based Strategy:	<p>Professional Learning Communities (PLC)</p> <p>Professional learning communities will be focused on standards-based planning, student work analysis protocol, development of common assessments, and analyzing data. The work of the PLC will be centered around the research of Richard DuFour's PLC questions:</p> <ol style="list-style-type: none"> 1. What is it we want our scholars to learn? 2. How will we know if each scholars have learned it? 3. How will we respond when some scholars do not learn it? 4. How can we extend and enrich the learning for scholar who have demonstrated proficiency? <p>Empower AVID Cohort teachers (K-5) to develop as content leaders through the use of WICOR strategies to increase instructional practice. They will co-facilitate PD sessions alongside administrators and content leaders, open classrooms for observations, and coach colleagues in effective instructional practices.</p> <p>Unpacking grade level ELA standards during PLC's and annotating the text. Support and utilize formal and informal assessment strategies that inform instruction. Identify proficiency levels and implement instructional strategies to increase conceptual development of key content.</p>
Rationale for Evidence-based Strategy:	<p>Utilizing the AVID WICOR strategies will increase teacher knowledge of instructional strategies and scholar college and career readiness.</p> <p>Standards Study will help teacher clarity and instructional practice by identifying the verbs, understanding the language of the standards, planning for higher order questions, and utilizing the level descriptors to plan for differentiated teaching and learning.</p>

Action Steps to Implement

Teachers will attend weekly Standards-based professional development and planning in ELA for teachers with a focus on equity grounded within the shifts. (ex. Marzano focus model, unpacking the standards, Standards Institute, text analysis, cognitive complexity, determining text complexity, and student work analysis protocol)

Person Responsible Jasmine Daughtry (daughtryj@pcsb.org)

Empower AVID Cohort teachers to develop as content leaders through the use of WICOR strategies to increase instructional practice. They will co-facilitate PD sessions alongside administrators and content leaders, open classrooms for observations, and coach colleagues in effective instructional practices.

Person Responsible Tekoa Moses (mosest@pcsb.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Through improving instructional practice (including all stakeholders) we will focus on:

Standards-based Instruction

Equitable Practices

Collaborative Planning

ELA IPG's (Instructional Practice Guides)

8 Mathematical Practices

K-2 Early Literacy Project

Real-time Coaching

Interim Assessments/Formative Assessments

Implementation of Ron Clark House System

With a focus on the above mentioned strategies we will increase scholar proficiency and prepare scholars for college and career positively impacting scholars with disabilities, ELA, Math, and Science proficiency.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Maximo Elementary plans to build positive relationships with parents, families, and other community stakeholders through the use of Class Dojo to share positive updates, Family/Community school events, Content Nights, Conference Nights

-PTA/SAC

-Mentoring

-Community Partnerships

-Volunteering

- Digital parent support groups
- TZ Parent Ambassador Program
- Parent Recognition Program

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Maximo will embrace our family and community engagement goals throughout the school year. We will collaborate in an effort to educate, empower, and support families to enable them to effectively reinforce learning and healthy development of their child and community. Therefore, we have created a Family Engagement Committee which consist of school professionals, family representatives, and community partners.

We believe neighborhood and community partnerships are key to our school's success. We are a proud partner with Lakewood Community Church, West Minister Shores, and a group of Lawyers. These partnerships provide mentoring for scholars, support for Thanksgiving and Christmas, PBIS Celebrations, and Field Trips.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$2,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400		2281 - Maximo Elementary School	School Improvement Funds		\$2,300.00
			Notes: Provide funds for stipends for teachers to attend professional development beyond the contracted day and school year.			
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
Total:						\$2,300.00