2014-2015 SCHOOL IMPROVEMENT PLAN
[DRAFT]

Maximo Elementary School

4850 31ST ST S
St Petersburg, FL 33712
727-893-2191
http://www.maximoelementary.com/

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user have been excluded from this document.

Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

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

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

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

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

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

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

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

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

Early Warning Systems

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

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

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

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

Indicator	Grade	Students
	Total	
	Total	
Course failure in ELA or Math	3	15
	Total	**15**
Level 1 on statewide assessment	3	74
Level 1 on statewide assessment	4	61
Level 1 on statewide assessment	5	66
	Total	**201**

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

Indicator	Grade	Students
	Total	

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators)

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

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

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PIP Link

No PIP plan available

This application does not have a PIP plan uploaded for this school or this district. Please forward or have your district forward the plan document via an Intercom support request and we will upload it.

Description

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

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

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

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title	Email
Falana, Lakisha	Principal	falanal@pcsb.org
Smith, Antonio	Assistant Principal	smithant@pcsb.org
Greco-Foster, Joyce	Instructional Coach	greco-fosterj@pcsb.org
Guglielmo, Jill	Other	guglielmoj@pcsb.org
Hall, Natasha	Instructional Coach	halln@pcsb.org
Marshall, Cindi	Instructional Coach	marshallci@pcsb.org
Pera, Allison	Guidance Counselor	peraa@pcsb.org
Riley, Cassandra	Instructional Coach	rileyc@pcsb.org
Chin, Kari	Attendance/Social Work	chinkari@pcsb.org
Pe, Cheryl	Psychologist	pec@pcsb.org

Duties

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

-Facilitator – Cassandra Riley, MTSS/RTI Coach: generates agenda and leads team discussions
-Data Manager(s)/Data Coach(es) – Cassandra Riley & Instructional Coaches: assist team in accessing and interpreting (aggregating/disaggregating) the data
-Recorder/Note Taker –Designated Person: documents meeting content and disseminates to team members in a timely manner by posting online on our school's moodle site for all teachers to access
-Time Keeper –Angela Bridges: helps team begin on time and ensures adherence to agreed upon agenda

-Collaborative problem solving & communicating back and forth between grade level teams--All grade level, ESE, and specialist team representatives
Meeting time: Mondays 7:35-8:25 Academic & Behavior SBLT alternating each week

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

Current data and barriers to goal attainment serve as the starting point for the problem solving process used for SIP development. The SBLT used the Critical Components generated during the final state walkthrough at the end of last year to develop the goals for the new SIP. Once the goals are established, action plans are developed with grade level team input and a consistent schedule of review in PLC meetings to facilitate implementation and review of those action plans. A comprehensive needs assessment is conducted including input from staff and SAC to develop budgets and resource allocation to support the SIP goals and action steps
Title I, Part A
Title I, Part A funds are utilized, in conjunction with various other federal, state, and local funds, to support high quality instruction, parental engagement, and professional development for highest student achievement. Title I services are coordinated and integrated with other resources through collaboration of staff in various offices and departments, including: School and Community Support, Teaching and Learning, Assessment, Accountability, and Research, Professional Development, Strategic Communications, Strategic Partnerships, Human Resources, and Transportation. Title I staff monitor expenditures of Title I, Part A funds to ensure that they supplement rather than supplant other funds available to schools.
Title I, Part D
The district receives Title I, Part D funds which provide transition services for students entering or returning to their zoned schools from alternative education programs or juvenile detention facilities. Support for initial intake and ongoing transition support are provided by Title I, Part D funds and a portion of Title I, Part A funds reserved for services to neglected and delinquent youth. Credit recovery through mobile labs and the NovaNet program is a critical support provided for students. Title I, Part D funds are also targeted to support continuous education services for students through tutoring, instructional materials and resources, and technology.
Title II
Title II Part A funds professional development to increase the academic achievement of students by improving teacher and principal quality and increasing the number of infield and effective teachers in the classroom and highly effective principals and assistant principals in schools. Title II supports professional development for content areas, common core, leadership development, and early career teachers. Funds are also used for recruitment and retention activities and bonuses for high need schools.
Title III
Title III funds are utilized to provide a variety of educational resources and support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools. The district's ESOL web page makes relevant information and resources available for families, including a schedule of parent workshops and other activities. Support is also provided for teachers who need to obtain their ESOL endorsement, giving them options for successfully completing this requirement.
Title X- Homeless
The district receives funds to provide resources for students identified as homeless under the McKinney-Vento Act, to eliminate barriers (such as lack of transportation or required immunizations) to a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide

services to homeless students (social workers, a resource teacher, tutoring, and technology).
Supplemental Academic Instruction (SAI)
SAI funds are coordinated with Title I, Part A funds to provide extended learning enrichment opportunities for students during the school year and during the summer. SAI funds are also used, in conjunction with Title I, Part A funds, to provide ongoing instructional support for teachers through professional development by highly skilled content area specialists and staff developers.
Nutrition Programs
Title I coordinates with district Food Services staff members to monitor poverty rates at schools and determine Title I eligibility. Title I and Food Services also collaborate to implement the Community Eligibility Option in schools with poverty rates of 40% or greater, so that all students receive free breakfast and lunch during the school year and during extended year/summer programs.
Head Start
Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Jozelle Johnson	Business/Community
Lakisha Falana	Principal
Lillian Callihan	Business/Community
Marcia Gilbert	Business/Community
Nicole Burney	Parent

Duties

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

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

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

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

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

Verify that the school is in compliance with section 1001.452, F.S., regarding the establishment requirements and duties of the SAC
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If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)
Meets the requirements of Rule 6A-6.053(3), F.A.C.

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

Name	Title	Email
Falana, Lakisha	Principal	falanal@pcsb.org
Smith, Antonio	Assistant Principal	smithant@pcsb.org
Hall, Natasha	Instructional Coach	halln@pcsb.org
Marshall, Cindi	Instructional Coach	marshallci@pcsb.org
Riley, Cassandra	Instructional Coach	rileyc@pcsb.org
Bridges, Angela	Teacher, K-12	bridgesa@pcsb.org
Butler, Kim	Teacher, K-12	butlerki@pcsb.org
Henderson, Khristin	Teacher, K-12	hendersonkh@pcsb.org
Simon, Veronica	Teacher, K-12	simonv@pcsb.org
Woody, Niccole	Teacher, ESE	woodyn@pcsb.org

Duties

Describe how the LLT promotes literacy within the school

Support for instructional skills to increase rigor and improve reading comprehension including access to simple and complex text.
Support for implementation of Florida Standards for Literacy across all content areas through guided collaborative team planning to include strategies for increasing student engagement.
Supporting building a culture of reading within the school infrastructure including systems of positive reinforcement for student reading, inclusion of at-home reading in all grade levels' homework expectations, and school-wide use of reading logs for accountability in school and at-home reading.
Develop reflective journals across the curriculum for students to write a response to reading in all content areas. In addition, "Breaking News" will be implemented to encourage word study and vocabulary.

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

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

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

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

Recruitment:
Recruitment video available on school website--monitored by Community Involvement Facilitator
Haberman Interview Tool used to recruit teachers with potential for success with diverse student population--facilitated by Randi Latzke, previous principal
Candidates were selected by using interview questions that reflected instructional best practices that are aligned to Florida Standards as well as corrective action requirements delegated by the FLDOE facilitated by Lakisha Falana, current principal.
Ongoing supervision of pre-service practicum students & interns as potential new teacher candidates-- monitored by administrators and supervising classroom teachers
Retention:
Assign mentors to all first-year teachers to the school, including new full-time mentor--Lead Mentor, Marcia Caldwell and Dr. Sharon Brown, District New Teacher Mentor
Assign "buddies" to all new teachers to our school--Lead Mentor, Marcia Caldwell
Calendar out mentor/mentee support meetings for year--Lead Mentor—Marcia Caldwell
Systematic team level culture building--Lakisha Falana, principal & Team Leaders
Offering stipends for beyond-contract time PD and program collaboration--Lakisha Falana, principal & SAC
Embedded professional development to support ongoing growth--instructional coaches

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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

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

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

Strategy type: Extended School Day

Minutes added to school year: 5,400

Strategy Purpose(s)

- Core Academic Instruction

Strategy Description

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

Strategy Rationale

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

Person(s) responsible for monitoring implementation of the strategy
Falana, Lakisha, falanal@pcsb.org

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

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

Strategy type: Extended School Day

Minutes added to school year: 3,240

Strategy Purpose(s)

- Core Academic Instruction

Strategy Description

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

Strategy Rationale

To increase students' achievement levels in reading and math.

Person(s) responsible for monitoring implementation of the strategy
Riley, Cassandra, rileyc@pcsb.org

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

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

Strategy type: Extended School Day

Minutes added to school year: 4,320

Strategy Purpose(s)

- Enrichment

Strategy Description

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.

Person(s) responsible for monitoring implementation of the strategy
Greco-Foster, Joyce, greco-fosterj@pcsb.org

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

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

Student Transition and Readiness

PreK-12 Transition

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

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

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

College and Career Readiness

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

n/a

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

n/a

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

n/a

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

School Improvement Goals

Goals Summary

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

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

Goals Detail

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

Targets Supported

Indicator	Annual Target
AMO Targets Math - All Students	45.0
AMO Targets Reading - All Students	55.0
FCAT 2.0 Science % Proficient	40.0
Students making math learning gains	58.0
Students in lowest 25% making math learning gains	60.0
Reading % making learning gains	58.0
Reading % in lowest 25% making learning gains	70.0

Resources Available to Support the Goal

- Content area coaches

- Professional development opportunities

- Curriculum guides

- Supplemental curricular resources

- Florida Standards information

- Common planning time for grade level teams

- Title I funds to provide stipends for planning and professional development outside of teacher contracted time

- ELP funds to extend learning opportunities

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal	
Student achievement positively impacted determined by various data sources (i.e. PCAS assessments, FAIR, FSA)	
Person Responsible	Cassandra Riley
Schedule	Monthly, from 10/01/2014 to 06/03/2015
Evidence of Completion	Students performance improving on identified outcome measures, reviewing data and making instructional decisions based upon Florida Standards

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

Targets Supported

Indicator	Annual Target
AMO Targets Math - African American	43.0
AMO Targets Reading - African American	51.0
FCAT 2.0 Science % Proficient	39.0
Students making math learning gains	
Students in lowest 25% making math learning gains	
Reading % making learning gains	
Reading % in lowest 25% making learning gains	

Resources Available to Support the Goal

- Content area coaches

- District MTSS coaches

- Title 1 funds for stipends for planning and collaborative planning by teachers outisde of contracted time

- Data from Instructional Practices and Student Engagement inventories

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal	
Improved student achievement leading to closing the gap for African-American students	
Person Responsible	
Schedule	
Evidence of Completion	Improved performance on identified formative assessments and outcome measures

Action Plan for Improvement of SIG-Targeted Schools

Problem Solving Key

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

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

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

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

Strategy Rationale

Instructional staff will plan and implement lessons effectively.

Action Step 1	
A planning framework will be developed that coaches can facilitate across content areas and then teaching teams can use during collaborative planning without coaches.	
Person Responsible	Cindi Marshall
Schedule	Weekly, from 08/18/2014 to 06/02/2015
Evidence of Completion	Agenda with framework and self-recording and quality of instruction based on framework

Action Step 2	
Members of the Leadership Team will conduct daily walk-throughs to ensure components of effective planning is being implemented during lesson delivery.	
Person Responsible	Lakisha Falana
Schedule	Daily, from 08/18/2014 to 06/02/2015
Evidence of Completion	Leadership Team will provide teachers with written and verbal feedback from walk throughs and lesson plan reviews to assist and support them with providing students with rigorous and relevant instruction.

Action Step 3	
Staff will analyze school-wide data to ensure effective planning and instructional delivery are making a positive impact on student learning.	
Person Responsible	Cassandra Riley
Schedule	Monthly, from 08/15/2014 to 06/03/2015
Evidence of Completion	PLC and SBLT minutes will reflect data analysis as an agenda item, student performance data, and teacher lesson plans.

Action Step 4	
Content coaches will conduct continuous coaching cycles with all classroom teachers.	
Person Responsible	Lakisha Falana
Schedule	Weekly, from 08/18/2014 to 06/02/2015
Evidence of Completion	Content coaches will submit coaching logs, administrative team will conduct daily walk throughs, classroom teachers will reflect progress in their lesson plans and lesson delivery.

Plan to Monitor Fidelity of Implementation of G1.B4.S1	
Administrative observation of planning and lesson delivery with a focus on relevant & rigorous instruction as well as data analysis to look for use of framework.	
Person Responsible	Antonio Smith
Schedule	Daily, from 08/18/2014 to 06/02/2015
Evidence of Completion	Observation records, completed lesson plan templates, and PLC summaries of use of the framework during planning as well as the effectiveness of instructional delivery.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1	
Participation in PLC data analysis as well as observations of use of framework during collaborative planning and lesson delivery to ensure students are engaged in meaningful and rigorous work.	
Person Responsible	Antonio Smith
Schedule	Daily, from 08/18/2014 to 06/02/2015
Evidence of Completion	Observation and PLC notes, formative & summative assessments, rubrics, and student artifacts documenting the successful use of framework for planning and lesson delivery.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1	
Content coaches will monitor and provide feedback throughout their coaching cycles with all content area teachers.	
Person Responsible	Natasha Hall
Schedule	Weekly, from 08/15/2014 to 06/03/2015
Evidence of Completion	SBLT minutes, content coaches logs, review teacher lesson plans and student data to determine if coaching cycles were effective.

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

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

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

Strategy Rationale

Students will become actively engaged in the learning process.

Action Step 1	
Teachers will develop data folder templates for use with students and develop processes for students to record their data and develop action plans to reach learning goals and end-of-year expectations.	
Person Responsible	
Schedule	
Evidence of Completion	Student data folders will be developed and available for review

Action Step 2	
A planning framework will be developed that coaches can facilitate across content areas and then teaching teams can use during collaborative planning without coaches.	
Person Responsible	Cindi Marshall
Schedule	Weekly, from 08/18/2014 to 06/02/2015
Evidence of Completion	Agenda with framework and self-recording and quality of instruction based on framework

Action Step 3	
Members of the Leadership Team will conduct daily walk-throughs to ensure components of effective planning is being implemented during lesson delivery.	
Person Responsible	Lakisha Falana
Schedule	Daily, from 08/18/2014 to 06/02/2015
Evidence of Completion	Leadership Team will provide teachers with written and verbal feedback from walk throughs and lesson plan reviews to assist and support them with providing students with rigorous and relevant instruction.

Action Step 4	
Staff will analyze school-wide data to ensure effective planning and instructional delivery are making a positive impact on student learning.	
Person Responsible	Cassandra Riley
Schedule	Monthly, from 08/18/2014 to 06/03/2015
Evidence of Completion	PLC and SBLT minutes will reflect data analysis as an agenda item.

Plan to Monitor Fidelity of Implementation of G2.B1.S1	
Teachers will present current data folder examples and effectively articulate the process for utilizing them with students.	
Person Responsible	Cassandra Riley
Schedule	Monthly, from 08/25/2014 to 06/03/2015
Evidence of Completion	Data folders presented during data chats.

Plan to Monitor Fidelity of Implementation of G2.B1.S1	
Administrative observation of planning and lesson delivery as well as data analysis to look for use of framework.	
Person Responsible	Antonio Smith
Schedule	Weekly, from 08/18/2014 to 06/02/2015
Evidence of Completion	Observation records, completed lesson plan templates, and PLC summaries of use of the framework during planning as well as the effectiveness of instructional delivery.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1	
Student ownership and facilitation of data folder	
Person Responsible	Cassandra Riley
Schedule	Monthly, from 09/02/2014 to 06/02/2015
Evidence of Completion	Student-led explanation of contents of data folder

Plan to Monitor Effectiveness of Implementation of G2.B1.S1	
Student achievement positively impacted determined by various data sources (i.e. PCAS assessments, FAIR, FSA)	
Person Responsible	Cassandra Riley
Schedule	Monthly, from 10/01/2014 to 06/03/2015
Evidence of Completion	Students performance improving on identified outcome measures, reviewing data and making instructional decisions based upon Florida Standards

Professional Development

For each professional development activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::

Professional Development Table coming soon

Technical Assistance

For each technical assistance activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::

Technical Assistance Table coming soon

Budget Rollup

Budget summary data as entered into the Problem Solving section of this plan:

Budget Rollup Table coming soon