

Pinellas County Schools

Maximo Elementary School



2022-23 Schoolwide Improvement Plan

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Maximo Elementary School

4850 31ST ST S, St Petersburg, FL 33712

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

Demographics

Principal: Tekoa Moses

Start Date for this Principal: 7/12/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students Economically Disadvantaged Students Hispanic Students Students With Disabilities White Students
School Grades History	2021-22: C (50%) 2020-21: (43%) 2018-19: C (47%) 2017-18: C (41%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* 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.

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 scholar achievement, and inspire scholars 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Moses, Tekoa	Principal	Ensuring that academic policies and curriculum are followed Developing and tracking benchmarks for measuring institutional success Helping teachers maximize their teaching potential Meeting and listening to concerns of students on a regular basis Encouraging, guiding and assisting student leaders and teachers Meeting with parents and administrators on a regular basis for problem resolution Enforcing discipline when necessary Providing an atmosphere free of any bias in which students can achieve their maximum potential
Johnson, Tenishelah	Assistant Principal	Ensuring that academic policies and curriculum are followed Developing and tracking benchmarks for measuring institutional success Helping teachers maximize their teaching potential Meeting and listening to concerns of students on a regular basis Encouraging, guiding and assisting student leaders and teachers Meeting with parents and administrators on a regular basis for problem resolution Enforcing discipline when necessary Providing an atmosphere free of any bias in which students can achieve their maximum potential
Daughtry, Jasmine	Instructional Coach	provide assistance and professional growth to teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement.
Riley, Cassandra	Instructional Coach	provide assistance and professional growth to teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement.
Byrd, Felicia	Math Coach	provide assistance and professional growth to teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement.

Demographic Information

Principal start date

Tuesday 7/12/2022, Tekoa Moses

Number of teachers with a 2022 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.*

2

Number of teachers with a 2022 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.*

3

Total number of teacher positions allocated to the school

34

Total number of students enrolled at the school

436

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

13

Identify the number of instructional staff who joined the school during the 2022-23 school year.

18

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	88	89	64	98	64	62	0	0	0	0	0	0	0	465
Attendance below 90 percent	47	42	30	57	28	35	0	0	0	0	0	0	0	239
One or more suspensions	1	1	14	37	8	2	0	0	0	0	0	0	0	63
Course failure in ELA	0	0	0	9	10	0	0	0	0	0	0	0	0	19
Course failure in Math	0	0	0	15	11	0	0	0	0	0	0	0	0	26
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	32	20	0	0	0	0	0	0	0	0	52
Level 1 on 2022 statewide FSA Math assessment	0	0	0	30	20	0	0	0	0	0	0	0	0	50
Number of students with a substantial reading deficiency	7	14	0	0	0	0	0	0	0	0	0	0	0	21

Using the table above, complete the table below with the number of students by current grade level who have 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	0	0	0	0	0	0	0	0	0	0	0

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Thursday 8/18/2022

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	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	0
Course failure in Math	0	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	0
Level 1 on 2019 statewide FSA Math assessment	0	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	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	0

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	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	0
Course failure in Math	0	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	0
Level 1 on 2019 statewide FSA Math assessment	0	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	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	0

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	26%			32%			30%	54%	57%
ELA Learning Gains	49%			40%			48%	59%	58%
ELA Lowest 25th Percentile	64%			47%			59%	54%	53%
Math Achievement	36%			30%			34%	61%	63%
Math Learning Gains	58%			54%			57%	61%	62%
Math Lowest 25th Percentile	86%			67%			68%	48%	51%
Science Achievement	31%			30%			34%	53%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	33%	56%	-23%	58%	-25%
Cohort Comparison		0%				
04	2022					
	2019	29%	56%	-27%	58%	-29%
Cohort Comparison		-33%				
05	2022					
	2019	25%	54%	-29%	56%	-31%
Cohort Comparison		-29%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	34%	62%	-28%	62%	-28%
Cohort Comparison		0%				
04	2022					
	2019	23%	64%	-41%	64%	-41%
Cohort Comparison		-34%				
05	2022					
	2019	39%	60%	-21%	60%	-21%
Cohort Comparison		-23%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	31%	54%	-23%	53%	-22%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	350
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0

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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Increase in learning gains of the L25 in ELA and Math
 Slow movement in ELA proficiency

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Tr-weekly assessments
 MAP assessments
 iready assessments
 Writing Cycles Data

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

AVID WICOR walkthroughs and feedback
 Planning for daily Higher order questions

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math
 L25 learning gains in 3rd grade ELA and Math

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

Math Tutoring for 5th grade scholars
 L25 Mentors and Data Analysis

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

AVID WICOR Strategies
Studying grade level BEST Standards
Higher Order Questioning in Lesson planning and instruction
Culturally responsive instruction
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
Studying grade level BEST Standards
Costa's Levels of Thinking
Culturally responsive instruction
Student Work Analysis Protocol

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

AVID Elementary
Parent and Family Engagement Committee
Monthly Parent and Family Engagement Activities
PBIS

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Standards-based data (FSA, common assessments, walkthrough data, etc.) collected from the 2021-2022 school year showed scholars performing below grade level in ELA, Math, and Science with a lack of consistency in tasks aligned to grade-appropriate standards. Scholars are not provided with consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support rigorous learning.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Proficiency in Science will increase 6% (from 35% to 41%), as measured by the Science Standards Assessment.
 Proficiency in English Language Arts will increase 14% (from 27% to 41%), as measured by FAST.
 Proficiency in Mathematics will increase 10% (from 37% to 47%), as measured by FAST.
 Black student proficiency in ELA will increase 10% as measured by FAST

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Monitored through weekly leadership walkthroughs and administrative walkthroughs
 Monitored through bi-weekly data analysis and student work analysis

Person responsible for monitoring outcome:

Tekoa Moses (mosest@pcsb.org)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

According to the Opportunity Myth strengthening teacher practice has the greatest affect size on scholar outcomes.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/ more advanced texts for students above benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data.

Person Responsible Tekoa Moses (mosest@pcsb.org)

Utilize administrator walkthrough tools and leadership walks to provide weekly feedback to individual teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.

Person Responsible Tekoa Moses (mosest@pcsb.org)

Implement and monitor the use of routine writing in all content areas; including Focused Note taking, Learning Logs, Quick Writes, Annotating the text, Creating One Pagers, Reflection prompts, DLIQ and/or KWLA charts.

Person Responsible Tenishelah Johnson (johnsonten@pcsb.org)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and

Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed. Maximo Elementary trend data reveals that scholars with disabilities have scored lower than 40% over the last three years or more in the area of ELA.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. Maximo Elementary will see a 5% increase in the proficiency of scholars with disabilities as measure by the F.A.S.T. assessments.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome. Maximo Elementary will monitor whole group and small group instruction in the ELA block to ensure instruction in both reading and writing is designed and implemented according to research-based principles.

Person responsible for monitoring outcome: Tenishelah Johnson (johnsonten@pcsb.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus. Provide support and feedback focused on explicit, systematic and sequential approaches to reading instruction including a gradual release of responsibility model of instruction for scholars with disabilities.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. The rationale for selecting this evidence based strategy is improving the quality of the teacher has the greatest impact size on improving scholar learning.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/ more advanced texts for students above benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data.

Person Responsible Jasmine Daughtry (daughtryj@pcsb.org)

Implement a plan for identifying students not meeting benchmark, including targeted instruction, and frequently monitoring progress to ameliorate gaps early.

Person Responsible Tenishelah Johnson (johnsonten@pcsb.org)

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.

Person Responsible Tekoa Moses (mosest@pcsb.org)

#3. Positive Culture and Environment specifically relating to Mental Wellness and Life Skills

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

A focus on culture and environment relating to mental wellness and life skills is going to promote an increase in scholar attendance, self-efficacy, teacher retention, family engagement and a healthy school.

Measurable

Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Maximo Elementary scholars will increase attendance physically and/or virtually by 5% as measured by the 2022-2023 daily average attendance rate.
 Maximo Elementary scholars will show a decrease in discipline infractions by 5% monthly as measured by FOCUS discipline data.
 Maximo Elementary families will demonstrate a 5% increase in participation in virtual family engagement activities as measured by Title I parent engagement activity sheets.
 Maximo Staff culture will increase satisfaction ratings by 5% as measured by the yearly school climate survey.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

CST Monitoring scholars attendance bi-weekly
 bi-weekly monitoring of behavior call, incident, and referral data

Person responsible for monitoring outcome:

Tenishelah Johnson (johnsonten@pcsb.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Using Positive Behavior Support Intervention strategies creates more efficient and effective systems to monitor attendance.
 The school will continue with the Positive Behavior Support Interventions and implement the Second Steps curriculum for the 2022-2023 school year.
 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.
 The Benchmark of Quality yearly evaluation system of PBIS provides guidance and strategies to improve culture and climate for staff.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

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%)
 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.

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.

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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Gain a deep understanding of the B.E.S.T. Standards as a non-negotiable for improving student outcomes. Kindergarten scholars that are not on track for the level 3 or above on the statewide, standardized ELA assessments is 50%.

First grade scholars that are not on track for the level 3 or above on the statewide, standardize ELA assessment is 60%.

Second grade scholars that are not on track for the level 3 or above on the statewide, standardized ELA assessment is 65%.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Gain a deep understanding of the B.E.S.T. Standards/NGSSS as a non-negotiable for improving student outcomes.

Third scholars that are below level 3 on the statewide, standardized ELA assessments is 74%.

Fourth grade scholars that are below level 3 on the statewide, standardize ELA assessment is 76%.

Fifth grade scholars that are below level 3 on the statewide, standardized ELA assessment is 68%.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Each grade K-3, using the new coordinated screening and progress monitoring system, we will have 50 percent or more of the scholars on track to pass the statewide ELA assessment.

Grades 3-5: Measureable Outcome(s)

Proficiency in ELA will increase 10% from 27% to 37%, as measure by the module assessments, district provided benchmark assessments, formative, and summative assessments.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The ILT will conduct walkthroughs of the classrooms and provide timely feedback to the teachers. Data Chats will occur in a timely manner in order to make data driven decisions in the classroom. Coaching cycles will occur based on teacher interest and need for whom the dat shows a need for improvement.

Data chats will come from module assessments, district provided benchmark assessments, formative and summative assessments.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

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Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Data chats of school wide and district assessments
 Data driven decision making derived from data chats
 Lesson Study Protocol
 Coaching Cycles
 Professional Development
 UF Lastinger Flamingo Small group Model

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Based on MAP and FSA data there is a majority of scholars K-2 not proficient in ELA. These practices are research based and proven to increase proficiency.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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Provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual prep & lesson rehearsal for upcoming lessons, including scaffolds that address gaps in student learning (using various methods such as Lesson Study, Peer to Peer observations, Fishbowls). Data analysis protocols will be implemented to analyze various assessments (iReady, Early Literacy Formative Assessment Check or ELFAC, and other progress monitoring assessments).

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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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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.