Maximo Elementary School

2015-16 School Improvement Plan

Maximo Elementary School

4850 31ST ST S, St Petersburg, FL 33712

http://www.maximoelementary.com/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	67%

Alternative/ESE Center	Charter School	Minority
No	No	91%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	F	F	F

School Board Approval

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

SIP Authority and Template

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

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 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 Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Priority	4	Jim Browder

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

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

100% Student Success

School Environment

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

The Social Services team will discuss targeted students' information in order to assist teachers with establishing positive relationships with their students and families. Faculty and staff will conduct home visits to enhance the home to school connection, providing teachers with a better understanding of their students. Faculty and staff will receive professional development and assistance from the district in conjunction with the Juvenile Welfare Board (JWB). These professional development opportunities will focus on strengthening family engagement as well as provide resources. The effectiveness will be measured by the number of faculty members who participate. 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 Social Services and the Behavior Coach will conduct grade level assemblies quarterly to review school-wide expectations and student responsibilities (i.e. safety patrol, no bullying zone, risk-free learning environments, campus wide safety). The team will focus on the expected positive behaviors as well as incentives for adhering to guidelines for success. The New Teacher Project (TNTP) will provide professional development to ensure clear expectations are set in the classroom as well as all common areas. This year, Maximo will implement a school-wide classroom management plan based on a unified set of clear expectations. In addition, our school is an Olweus Bullying Prevention site that will teach students, staff, and families strategies for bullying prevention as well as methods of reporting concerns. Our Conflict Resolution/Peer Mediation program will assist students with developing social skills and solving conflicts properly.

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

Maximo Elementary School will implement a School-wide Behavior Plan. Our plan contains a leveled behavior infraction system that identifies actions that both teachers and administration will be responsible for rectifying in regard to student conduct and clear expectations for all common areas. Our guidelines for success (GFS): Respect, Responsibility, Cooperation. Instructional staff will receive ongoing coaching strategies from the Behavior Specialist. This year, Maximo will implement a unified classroom management plan that allows students to take ownership of their behavior by setting goals

and tracking their progress. In addition, this year we will continue the MES way: Maximizing our Educational opportunities by Striving for success each day.

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

Maximo Elementary has a full-time Health Tech, Social Worker, and School Psychologist to ensure the needs of our student population are being met. In addition, Maximo Elementary is one of five schools that has been selected to participate in the JWB Child Initiative; a program that provides various wrap-around services to students that will result in them increasing their academic achievement. Student Services will provide informational sessions regarding processes and procedures for teachers with specific student concerns.

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

N/A

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 Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	22	9	22	11	9	17	90
One or more suspensions	6	6	13	11	13	15	64
Course failure in ELA or Math	0	0	0	2	7	2	11
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	6	6	15	13	14	17	71

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

-Child Study Team will monitor student attendance biweekly to discuss students who have frequent tardies and/or absences. The Social Worker follows up with the parent/guardian via phone call or home visit. The Social Worker also offers families various resources to prevent truancy.
-Site Based Leadership Team will utilize the Eight Step Problem Solving Model to analyze academic and behavior data.
-Monthly celebrations will occur for good attendance and positive behavior.
-Grade level teams will participate in collaborative data inquiry, which includes differentiated instruction in core content areas.
-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.
-Monitoring the effectiveness of Tier 2 & 3 interventions by using Curriculum Based Measures, CMB (i.e. AIMS Web-MAZE/syntax, Nonsense Word Fluency/grade level passages, Math/computations & concepts and applications) and ensuring interventions match the needs of the individual student and make changes to the intervention(s) as necessary. These students will be invited to participate in Extended Learning Programs.
-Ensuring student IEP goals are written based upon academic state standards as well as skill deficit(s)
-Content area coaches will work with teachers to assist in planning, modeling, analyzing data, observation, and providing feedback to teachers regularly.
-Content area coaches will assist teachers with helping their struggling students reach proficiency by using appropriate interventions and data analysis.
-Heavy focus on math instruction and small group intervention for struggling students and for students who need enrichment-We will use the intervention Mrs. Packard used last year, however, we will add a progress monitoring tool.
-Ensuring that all students are provided with adequate time for using computer based learning programs.
-Going beyond the student running record, diving deeper into reading comprehension and strategies (i.e., Quick Reads, Spiral Up, LMB, etc).
-Students taking accountability for their learning by monitoring or tracking their progress.
-Guidance Counselor will conduct individual or small group to assess social and/or emotional needs of each child.
-Students will participate in our 5000 Role Models of Excellence or Girlfriends mentoring program.
?

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?

No

PIP Link

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

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

After attending the "Building the Capacity for Effective Partnerships" workshops facilitated by Dr. Karen Mapp, Maximo will host grade level family conference nights each semester. In addition, 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:

Name	Title
Falana, Lakisha	Principal
Smith, Antonio	Assistant Principal
Marshall, Cindi	Instructional Coach
Pera, Allison	Guidance Counselor
Riley, Cassandra	Instructional Coach
Chin, Kari	Attendance/Social Work
Pe, Cheryl	Psychologist
Greetham, Carrie	Instructional Coach
Nash, Rebecca	Instructional Coach
Harvey, Fran	Instructional Coach

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 – helps team begin on time and ensures adherence to agreed upon agenda
-Collaborative problem solving & communicating back and forth between grade level teams--Primary & Intermediate grade level representatives, ESE, and Specialist team representatives
Meeting time: Tuesdays 7:15-8:05 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:

Name	Stakeholder Group
Francine Harvey	Teacher
Lakisha Falana	Principal
Cindi Marshall	Teacher

Duties

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

Evaluation of last year's school improvement plan

The School Improvement Plan will be presented to members of the SAC and the committee will vote in agreement to the components of the plan.

Development of this school improvement plan

At the end of the school year, the SAC suggested revisions for the upcoming year's (2015-16) school improvement plan. The SAC will review 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 will provide 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 or instructional resources.

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, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

N/A

Literacy Leadership Team (LLT)

Membership:

Name	Title
Falana, Lakisha	Principal
Smith, Antonio	Assistant Principal
Marshall, Cindi	Instructional Coach
Riley, Cassandra	Instructional Coach
Bridges, Angela	Teacher, K-12
Simon, Veronica	Teacher, K-12
Woody, Niccole	Teacher, ESE
Greetham, Carrie	Instructional Coach

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:
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 and Dr. Sharon Brown, District New Teacher Mentor
Assign "buddies" to all new teachers to our school--Lead Mentor
Calendar out mentor/mentee support meetings for year--Lead Mentor
Systematic team level culture building--Lakisha Falana, principal & Team Leaders
Offering stipends for beyond-contract time PD and program collaboration--Lakisha Falana, principal &

SAC
Embedded professional development to support ongoing growth--instructional coaches

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

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

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 will be held school-wide and within grade levels. Teachers analyze their student data to determine the differentiated levels of small group instruction. Teachers adjust their instruction according to student performance data. Instructional Coaches will provide enrichment to selected groups of students.

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

Strategy: Extended School Day

Minutes added to school year: 5,400

Classroom teachers will provide small group instruction using Jan Richardson's Guided Reading Routine. Additional small group instruction will be provided by support staff in the following ways:
Kdg: Nemours (A small group foundational program)
1st-5th Grades: LLI

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

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

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

Data meetings with individual teachers will occur after each assessment cycle to discuss student growth. The data-based problem solving model will be reviewed to determine barriers and set goals.

Strategy: Extended School Day

Minutes added to school year:

iClass is designed to provide students with supplemental project-based activities in Reading, Math, and Science during the expanded learning time. Additionally, enrichment activities in Character Development, Health, and Wellmess, Life Skills, Music, and Dance, and Family Engagement.

Strategy Rationale

To improve the performance of those students who receive assistance and to foster a culture that supports 100% Student Success, as well as provide students with a positive and enriching experience, which enables all participating students to discover their passion for life and learning.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Student performance data will be collected and analyzed to determine the effectiveness of the program.

Strategy: Extended School Day

Minutes added to school year: 3,240

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

Strategy Purpose(s)

- Core Academic Instruction

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: Extended School Day

Minutes added to school year: 4,320

A STEM (Science, Technology, Engineering, & Mathematics) initiative will give students hands-on experience expanding their knowledge. Activities will include science inquiry projects, field trips, and robotics.

Strategy Rationale

To increase student knowledge in science, technology, engineering, and mathematics by providing hands on experiences in these areas.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Nash, Rebecca, nashre@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 Kindergarten Round Up in January as well as aTransition 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), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

`1` = Problem Solving Step 🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Through the implementation of academic grade level standards, rigorous core instruction, and ongoing analysis of student performance data, students will meet or exceed expectations in reading, math, writing, and science in regard to state level proficiencies.

G2. Increase the percentage of African-American or Black students achieving proficiency across all content areas based on state academic standards, resulting in closure of the achievement gap between Black and Non-Black students.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Through the implementation of academic grade level standards, rigorous core instruction, and ongoing analysis of student performance data, students will meet or exceed expectations in reading, math, writing, and science in regard to state level proficiencies. `1a`

Targets Supported `1b`

`G060926`

Indicator	Annual Target
AMO Reading - All Students	60.0
AMO Math - All Students	52.0
FCAT 2.0 Science Proficiency	40.0
Math Gains	58.0
Math Lowest 25% Gains	60.0
ELA/Reading Gains	58.0
ELA/Reading Lowest 25% Gains	70.0

Resources Available to Support the Goal `2`

- Content area coaches

- Professional development opportunities

- Curriculum guides

- Supplemental curricular resources

- Florida Standards information

- Common planning time for grade level teams

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

- ELP funds to extend learning opportunities

- Ongoing coaching & professional development provided by The New Teacher Project (TNTP)

- Professional Development focused on Dr. Marzano's framework

Targeted Barriers to Achieving the Goal `3`

- 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 G1. `8`

Student achievement positively impacted determined by various data sources (i.e. PCAS assessments, State Assessment)

Person Responsible

Cassandra Riley

Schedule

Monthly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Students performance improving on identified outcome measures, reviewing data and making instructional decisions based upon Florida Standards

G2. Increase the percentage of African-American or Black students achieving proficiency across all content areas based on state academic standards, resulting in closure of the achievement gap between Black and Non-Black students. 1a

🔍 G060927

Targets Supported 1b

Indicator	Annual Target
AMO Math - African American	50.0
AMO Reading - African American	57.0
FCAT 2.0 Science Proficiency	39.0
Math Gains	
Math Lowest 25% Gains	
ELA/Reading Gains	
ELA/Reading Lowest 25% Gains	

Resources Available to Support the Goal 2

- 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

- Ongoing coaching and professional development provided The New Teacher Project (TNTP)

- Professional development based on Dr. Marzano's framework

Targeted Barriers to Achieving the Goal 3

- Some teachers have limited 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 G2. 8

Improved student achievement leading to closing the gap for African-American students

Person Responsible
Lakisha Falana

Schedule
On 6/7/2016

Evidence of Completion
Improved performance on identified formative assessments and outcome measures

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

[1] = Problem Solving Step   🔍 S123456 = Quick Key

G1. Through the implementation of academic grade level standards, rigorous core instruction, and ongoing analysis of student performance data, students will meet or exceed expectations in reading, math, writing, and science in regard to state level proficiencies. [1]

🔍 G060926

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. [2]

🔍 B155413

G1.B4.S1 Use of collaborative planning for data analysis to inform planning for implementation of rigorous instruction. [4]

🔍 S167026

Strategy Rationale

Instructional staff will plan and implement lessons effectively.

Action Step 1 [5]

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

Antonio Smith

Schedule

Weekly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Agenda with framework and self-recording and quality of instruction based on framework

Action Step 2 5

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 8/24/2015 to 6/7/2016

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 5

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 8/24/2015 to 6/7/2016

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 5

Content coaches will conduct continuous coaching cycles with all classroom teachers.

Person Responsible

Lakisha Falana

Schedule

Weekly, from 8/24/2015 to 6/7/2016

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 6

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 8/24/2015 to 6/7/2016

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 7

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 8/24/2015 to 6/7/2016

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 7

Content coaches will monitor and provide feedback throughout their coaching cycles with all content area teachers.

Person Responsible

Carrie Greetham

Schedule

Weekly, from 8/24/2015 to 6/7/2016

Evidence of Completion

SBLT minutes, content coaches logs, review teacher lesson plans and student data to determine if coaching cycles were effective.

G2. Increase the percentage of African-American or Black students achieving proficiency across all content areas based on state academic standards, resulting in closure of the achievement gap between Black and Non-Black students. 1

G060927

G2.B1 Some teachers have limited experience in facilitating student ownership of data and student action planning, resulting in students lack of interest in daily content area instruction. 2

B155416

G2.B1.S1 Provide instructional staff with professional development opportunities in facilitating student ownership of data and action planning across all content areas. 4

S167027

Strategy Rationale

Students will become actively engaged in the learning process.

Action Step 1 5

Teachers will create scales based on grade level standards and facilitate student tracking of ongoing progress in each of the content areas.

Person Responsible

Cassandra Riley

Schedule

Monthly, from 10/1/2015 to 6/7/2016

Evidence of Completion

Student data folders will be developed and available for review

Action Step 2 5

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

Antonio Smith

Schedule

Weekly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Teacher lesson plans with evidence that the planning framework developed was utilized.

Action Step 3 `5`

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 8/24/2015 to 6/7/2016

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 `5`

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 8/24/2015 to 6/7/2016

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 `6`

Teachers will present current data folder examples and effectively articulate the process for utilizing them with students.

Person Responsible

Cassandra Riley

Schedule

Monthly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Data folders presented during data chats.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

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 8/24/2015 to 6/7/2016

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 7

Student ownership and facilitation of data folder

Person Responsible

Cassandra Riley

Schedule

Monthly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Student-led explanation of contents of data folder

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Student achievement positively impacted determined by various data sources (i.e. PCAS assessments, State Assessments)

Person Responsible

Cassandra Riley

Schedule

Monthly, from 10/1/2015 to 6/7/2016

Evidence of Completion

Students performance improving on identified outcome measures, reviewing data and making instructional decisions based upon Florida Standards

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A1	A planning framework will be developed that coaches can facilitate across content areas and then teaching teams can use during collaborative planning without coaches.	Smith, Antonio	8/24/2015	Agenda with framework and self-recording and quality of instruction based on framework	6/7/2016 weekly
G2.B1.S1.A1	Teachers will create scales based on grade level standards and facilitate student tracking of ongoing progress in each of the content areas.	Riley, Cassandra	10/1/2015	Student data folders will be developed and available for review	6/7/2016 monthly
G1.B4.S1.A2	Members of the Leadership Team will conduct daily walk-throughs to ensure components of effective planning is being implemented during lesson delivery.	Falana, Lakisha	8/24/2015	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.	6/7/2016 daily
G2.B1.S1.A2	A planning framework will be developed that coaches can facilitate across content areas and then teaching teams can use during collaborative planning without coaches.	Smith, Antonio	8/24/2015	Teacher lesson plans with evidence that the planning framework developed was utilized.	6/7/2016 weekly
G1.B4.S1.A3	Staff will analyze school-wide data to ensure effective planning and instructional delivery are making a positive impact on student learning.	Riley, Cassandra	8/24/2015	PLC and SBLT minutes will reflect data analysis as an agenda item, student performance data, and teacher lesson plans.	6/7/2016 monthly
G2.B1.S1.A3	Members of the Leadership Team will conduct daily walk-throughs to ensure components of effective planning is being implemented during lesson delivery.	Falana, Lakisha	8/24/2015	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.	6/7/2016 daily
G1.B4.S1.A4	Content coaches will conduct continuous coaching cycles with all classroom teachers.	Falana, Lakisha	8/24/2015	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.	6/7/2016 weekly
G2.B1.S1.A4	Staff will analyze school-wide data to ensure effective planning and instructional delivery are making a positive impact on student learning.	Riley, Cassandra	8/24/2015	PLC and SBLT minutes will reflect data analysis as an agenda item.	6/7/2016 monthly
G1.MA1	Student achievement positively impacted determined by various data sources (i.e. PCAS assessments, State Assessment)	Riley, Cassandra	8/24/2015	Students performance improving on identified outcome measures, reviewing data and making instructional decisions based upon Florida Standards	6/7/2016 monthly
G1.B4.S1.MA1	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.	Smith, Antonio	8/24/2015	Observation and PLC notes, formative & summative assessments, rubrics, and student artifacts documenting the successful use of framework for planning and lesson delivery.	6/7/2016 daily
G1.B4.S1.MA3	Content coaches will monitor and provide feedback throughout their coaching cycles with all content area teachers.	Greetham, Carrie	8/24/2015	SBLT minutes, content coaches logs, review teacher lesson plans and student data to determine if coaching cycles were effective.	6/7/2016 weekly
G1.B4.S1.MA1	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.	Smith, Antonio	8/24/2015	Observation records, completed lesson plan templates, and PLC summaries of use of the framework during planning as well as the effectiveness of instructional delivery.	6/7/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Improved student achievement leading to closing the gap for African-American students	Falana, Lakisha	8/24/2015	Improved performance on identified formative assessments and outcome measures	6/7/2016 one-time
G2.B1.S1.MA1	Student ownership and facilitation of data folder	Riley, Cassandra	8/24/2015	Student-led explanation of contents of data folder	6/7/2016 monthly
G2.B1.S1.MA4	Student achievement positively impacted determined by various data sources (i.e. PCAS assessments, State Assessments)	Riley, Cassandra	10/1/2015	Students performance improving on identified outcome measures, reviewing data and making instructional decisions based upon Florida Standards	6/7/2016 monthly
G2.B1.S1.MA1	Teachers will present current data folder examples and effectively articulate the process for utilizing them with students.	Riley, Cassandra	8/24/2015	Data folders presented during data chats.	6/7/2016 monthly
G2.B1.S1.MA2	Administrative observation of planning and lesson delivery as well as data analysis to look for use of framework.	Smith, Antonio	8/24/2015	Observation records, completed lesson plan templates, and PLC summaries of use of the framework during planning as well as the effectiveness of instructional delivery.	6/7/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. Through the implementation of academic grade level standards, rigorous core instruction, and ongoing analysis of student performance data, students will meet or exceed expectations in reading, math, writing, and science in regard to state level proficiencies.

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.

PD Opportunity 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.

Facilitator

Content area coaches

Participants

Content area coaches and school leadership team will contribute to planning framework; coaches will use the framework when planning with collaborative teams and then teachers will utilize the framework for collaborative planning when coaches are not present.

Schedule

Weekly, from 8/24/2015 to 6/7/2016

PD Opportunity 2

Staff will analyze school-wide data to ensure effective planning and instructional delivery are making a positive impact on student learning.

Facilitator

Cassandra Riley, MTSS/RtI Coach

Participants

All content area teachers

Schedule

Monthly, from 8/24/2015 to 6/7/2016

PD Opportunity 3

Content coaches will conduct continuous coaching cycles with all classroom teachers.

Facilitator

Content area coaches

Participants

Content area teachers

Schedule

Weekly, from 8/24/2015 to 6/7/2016

G2. Increase the percentage of African-American or Black students achieving proficiency across all content areas based on state academic standards, resulting in closure of the achievement gap between Black and Non-Black students.

G2.B1 Some teachers have limited 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.

PD Opportunity 1

Teachers will create scales based on grade level standards and facilitate student tracking of ongoing progress in each of the content areas.

Facilitator

Teacher leaders

Participants

Grade level teams

Schedule

Monthly, from 10/1/2015 to 6/7/2016

PD Opportunity 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.

Facilitator

Content area coaches

Participants

Content area coaches and school leadership team will contribute to planning framework; coaches will use the framework when planning with collaborative teams and then teachers will utilize the framework for collaborative planning when coaches are not present.

Schedule

Weekly, from 8/24/2015 to 6/7/2016

PD Opportunity 3

Staff will analyze school-wide data to ensure effective planning and instructional delivery are making a positive impact on student learning.

Facilitator

Cassandra Riley, MTSS/RtI Coach

Participants

All content area instructional staff

Schedule

Monthly, from 8/24/2015 to 6/7/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget