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School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Maximo Elementary School will provide a quality and rigorous educational setting that promotes safe, responsible, and respectful citizens who are prepared for secondary education and beyond.

Provide the school's vision statement

To cultivate a learning environment that ensures achievement of all scholars.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Ray Dudley

Position Title

Principal

Job Duties and Responsibilities

The Principal is the instructional and operational leader within the school community and is critical to improving student outcomes through the hiring, development, support, supervision, and retention of high-quality instructional and support staff. As the school leader, the Principal creates a culture of rigorous learning, belonging, and engagement for staff, students, and families through collaboration and

distributive leadership. In alignment with the Florida Principal Standards, the Principal leads the school

team to increase school and student outcomes by prioritizing instruction while effectively balancing the operational, safety, and policy responsibilities of a school-building leader.

ESSENTIAL RESPONSIBILITIES

- Recruits, develops, supports, supervises, evaluates, and retains a compelling and diverse faculty of instructional and support staff with a focus on increased effectiveness and student achievement.
- Models the leadership and follow-through necessary to build collaborative school-based teams

which ensures curriculum and instruction initiatives are student-focused, researched-based, and aligned with statutes, policies, standards, and improvement plans.

- Establishes and maintains a culture of high expectations, equity, and continuous improvement through sound judgment and consistent development, support, and accountability for themselves and their team.
- Maintains high visibility within the school and in the community and works to build high levels of stakeholder engagement across all aspects of the school activities.
- Develops, implements, and monitors strategies and actions to make demonstrated progress toward goals within the School Improvement Plan align with the District Strategic Plan.
- Demonstrates that student learning is a top priority through leadership actions focused on student achievement and success.
- Structures and monitors the school learning environment to improve learning for a diverse student population while deploying safety protocols to foster the well-being of all stakeholders.
- Creates a positive school culture and learning environment through the implementation of equity, restorative practices, Positive Behavioral Interventions and Supports (PBIS), and culturally relevant teaching, to ensure academic opportunity through equity and excellence for every student.
- Oversees and monitors disciplinary procedures for all students in alignment with the Student Code of Conduct.
- Demonstrates research- and evidence-based adult learning strategies and facilitates effective professional learning, which develops highly effective staff members through collaboration, planning, design, and implementation of feedback, coaching, and modeling to improve staff practice.
- Establishes open lines of communication and processes to determine and support stakeholder needs and opportunities for growth.
- Brings together diverse groups to build solutions and resolve school-based issues brought forward by students, parents, staff, or the community.
- Utilizes multiple data-based indicators to inform, drive change, and assess progress for school and student improvement initiatives and goals.
- Develops the leadership skills of assistant principals and others preparing for school-based or district positions.
- Engages in structured professional development programs and attends specific principal training to ensure ongoing self-reflection, growth, and improved practices related to the role and responsibilities.
- Develops reports and analysis for district leaders and the community regarding the status and performance of the school.
- Directs resources toward instructional improvement, development, and implementation of quality standards-based curricula.
- Leads and manages organizational processes for school operations, including, but not limited to, student discipline, student attendance, school food service, student transportation, master

schedules, extracurricular activities, school finance and financial reporting, asset inventory and maintenance of the physical plant in alignment with School Board Policy and in ways that maximize the effective use of resources to promote a safe, efficient, and effective learning environment.

- Recommends hiring and termination of school staff.
- Represents the school and district at meetings within the community and other agencies as assigned.
- Performs and promotes all activities in compliance with equal employment and non-discrimination policies of the School Board of Pinellas County, Florida.
- Performs other related duties as required.

Leadership Team Member #2

Employee's Name

Heather Toledo

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal is an instructional and operational leader within the school community and is critical to improving student outcomes through staff development and effectiveness. In collaboration with and aligned with the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging, and engagement for staff, students, and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams to increase school and student outcomes through ongoing training, coaching, feedback, and support by prioritizing instruction while effectively balancing operational, safety, and policy responsibilities, as assigned.

ESSENTIAL RESPONSIBILITIES

- Develops, supports, supervises, and evaluates assigned staff members to support an effective and diverse faculty, focusing on increased effectiveness and student achievement.
- Serves as a member of the school-based leadership team and supports the development and implementation of strategies and actions to make demonstrated progress toward goals within the The School Improvement Plan, which is in alignment with the District Strategic Plan.
- Models the leadership and follow-through necessary to build collaborative school-based teams that ensure curriculum and instruction initiatives are student-focused, researched-based, and aligned with statutes, policies, standards, and improvement plans.

- Supports the schoolwide culture of high expectations, equity, and continuous improvement through sound judgment, consistent development, support, and accountability for themselves and their assigned teams.
- Actively involved and highly visible within the school and community, supporting stakeholder engagement across assigned school activities.
- Promotes that student learning is a top priority through leadership actions focused on student achievement and success.
- Supports and monitors the school learning environment, which improves learning for a diverse student population.
- Creates a positive school culture and learning environment by implementing equity, restorative practices, Positive Behavioral Interventions and Supports (PBIS), and culturally relevant teaching to ensure academic opportunity through equity and excellence for every Student.
- Responsible for the disciplinary procedures for assigned students, in alignment with the Student Code of Conduct.
- Assists in establishing open lines of communication and processes to determine and support stakeholder needs and opportunities for growth.
- Brings together diverse groups to build solutions and resolve school-based issues brought forward by students, parents, assigned staff, or the community.
- Utilizes multiple data-based indicators to inform, drive change, and assess progress for school and student improvement initiatives and goals.
- Serves as a coach/mentor to teacher leaders or others who are aspiring to take on leadership roles within the school.
- Engages in structured professional development programs and attends specific assistant principal training to ensure ongoing self-reflection, growth, and improved practices related to the role and responsibilities.
- Develops reports and analysis, under the direction of the Principal, for district leaders and the community regarding the status and performance of the school.
- Under the direction of the Principal, manages assigned organizational processes for the school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, textbooks, testing, school finance and financial reporting, asset inventory, and maintenance of the physical plant in alignment with School Board Policy and in ways that maximize the effective use of resources to promote a safe, efficient, and effective learning environment.
- Represents the school and district at meetings within the community and other agencies as assigned.
- Performs and promotes all activities in compliance with equal employment and nondiscrimination policies of the School Board of Pinellas County, Florida.
- Performs other related duties as required.

Leadership Team Member #3

Employee's Name

Felicia Byrd

Position Title

Instructional Coach

Job Duties and Responsibilities

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.

Manages Professional Learning Communities (PLC) by ensuring teaching instruction aligns with state benchmarks.

Conducts classroom walkthroughs to collect data and provide assistance where needed.

Serves as data expert in the Math Department.

Attends bi-weekly administrative meetings with instructional coaches.

Supports administrative team with any additional responsibilities that may be required.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

All stakeholders are provided an opportunity to provide input on creating and implementing the School Improvement Plan. As data becomes available, it is shared, reviewed, and analyzed to guide and inform the development of school improvement goals. Teachers are aware of the process at the beginning of the year and provide input accordingly. As the SIP is a fluid document, suggestions and revisions by our stakeholders are gathered, and updates are recorded within the plan.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

The administrative team, teachers, parents, and community members will monitor the school improvement plan throughout the school year. School leadership teams will evaluate progress based on PM1, PM2, and district-initiated common assessments. The School Advisory Council may also choose to revise the plan based on input from stakeholders.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	91.9%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* BLACK/AFRICAN AMERICAN STUDENTS (BLK) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: D* 2021-22: C 2020-21: 2019-20: C

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators										0

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year										0
Students retained two or more times										0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		29	35	36	22	14				136
One or more suspensions		2	12	4	9	9				36
Course failure in ELA						3				3
Course failure in Math										0
Level 1 on statewide ELA assessment				20	17	24				61
Level 1 on statewide Math assessment				18	20	21				59
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		2	6	14	20	13				55

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				11						11
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	37			26	54	53	26	55	56
ELA Grade 3 Achievement **	40			23	54	53			
ELA Learning Gains	53						49		
ELA Learning Gains Lowest 25%	82						64		
Math Achievement *	28			28	61	59	36	51	50
Math Learning Gains	58						58		
Math Learning Gains Lowest 25%	83						86		
Science Achievement *	31			15	62	54	31	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress				64		59			

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	52%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	412
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
52%	23%	50%	43%		47%	41%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	22%	Yes	5	2
Black/African American Students	50%	No		
Economically Disadvantaged Students	52%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	7%	Yes	4	1
Black/African American Students	19%	Yes	1	1
Economically Disadvantaged Students	21%	Yes	1	1

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	33%	Yes	3	
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students	48%	No		
Hispanic Students				
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	53%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	37%	40%	53%	82%	28%	58%	83%	31%					
Students With Disabilities	10%	14%	35%		3%	47%							
Black/African American Students	34%	40%	50%	80%	24%	55%	83%	30%					
Economically Disadvantaged Students	37%	41%	53%	84%	29%	57%	85%	29%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	26%	23%			28%			15%					
Students With Disabilities	4%				9%								
Black/African American Students	23%	15%			24%			15%					
Economically Disadvantaged Students	23%	21%			26%			14%					

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	ELP PROGRESS
All Students	26%		49%	64%	36%	58%	86%	31%					
Students With Disabilities	16%		55%		17%	45%							
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	23%		49%	67%	32%	55%	85%	25%					
Hispanic Students													
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	24%		53%	65%	35%	65%	94%	32%					

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

Data for 2023-24 had not been loaded to CIMS at time of printing.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Science proficiency data showed the most improvement based on the previous year's proficiency data. Science proficiency increased from 15% to 30%. The action that contributed to this improvement was the science coach teaching the science content in all of 5th grade.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based on 2024 state assessment data the lowest performing content was Math. Math went from 28% proficiency to 29% proficiency. The contributing factors for low math performance include foundational gaps in grades 3-5 math benchmarks, teacher retention, lack of experience, and inconsistent use of data to plan for differentiation and scaffold instruction to increase student achievement. The gaps in content mastery are not being closed at a sufficient pace and contribute to the lack of proficiency.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Not applicable as no data area had a statistically significant decline.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math is the data that had the greatest gap when compared to the state average. The contributing factors to the gaps in Math proficiency include lack of experience, teacher retention, foundational gaps in prior math benchmark skills, and inconsistent use of data to plan for differentiation and scaffolded instruction to increase student achievement. The gaps in content mastery are not being filled thereby causing ongoing decreases in proficiency.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The two areas of the EWS data of concern are, students with 10% or greater absenteeism and, the number of students scoring a level 1 on the state assessments in both ELA and Math.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Learning gains in ELA and Math
2. ELA instruction
3. Writing instruction
4. Math instruction
5. Science instruction

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Benchmark-based data (FAST data, common assessments, walkthrough data, observational data, etc.) collected from the 2023-2024 school year showed that scholars were performing below grade level in ELA due to a lack of consistency in tasks aligned to grade-level benchmarks and core instruction. Scholars were not provided with consistent opportunities to be successful with benchmark-based tasks that are aligned and rigorous enough to meet the task demands of the benchmarks. Teachers also had limited effective teaching methods to support rigorous core instruction in ELA to meet these task demands.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Proficiency in overall ELA data will increase from 36% to 40%, as measured by PM3 on the ELA FAST assessment. Proficiency in 3rd Grade ELA will increase from 40% to 45%, as measured by PM3 on the ELA FAST assessment. L25 gains in ELA will increase from 78% to 80%, as measured by PM3 on the ELA FAST assessment. Learning gains in ELA will increase from 53% to 80%, as measured by PM3 on the ELA Fast assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Our area of focus will be monitored through walkthrough data specifically targeting identified look-fors in ELA. These walkthroughs will be followed up with specific, strategic feedback to individuals and used to collect data on school-wide needs in ELA that will drive professional developments and needs to target in ELA planning sessions. Our area of focus will also be monitored through formative and summative bi-weekly data analysis of scholar's success on benchmark-based tasks.

Person responsible for monitoring outcome

Heather Toledo

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Ensure core instruction in the ELA block in both reading and writing is designed and implemented according to evidence-based principles. The evidence-based strategies we will use to implement this support are: -Explicit and Systematic Instruction -Formative assessment and strategic, timely, corrective feedback -Academic discourse -Close reading and annotation strategies.

Rationale:

Explicit instructional practice in learning new content, or skill will look like: 1) full, clear expectations of what we are learning and how we know we have achieved success in this learning, 2) teacher modeling, teacher will provide a sample of their work with a full explanation of their thinking to scholars, 3) Teacher will guide class in a class example of the work 4) Teacher will provide support during student practice, 5) Teacher will provide effective corrective feedback. Research shows that direct, explicit instruction is far more effective and more efficient than partial guidance. Teachers are more effective when providing explicit guidance with practice and feedback rather than requiring student discovery while learning new skills. Studies indicate that failure to provide strong instructional support produces a measurable loss of learning, gradual release of support in instruction can increase the achievement gap.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Deliver explicit, step-by-step instruction

Person Monitoring:

Heather Toledo

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will plan out explicit teaching in ELA planning. Teachers will implement daily explicit teaching in each new lesson. Admin and ELA coach will monitor for implementation and effectiveness in walkthroughs and observations and provide timely and effective feedback to the teacher. Admin and ELA coach will participate in the planning of explicit teaching in weekly planning sessions.

Action Step #2

Provide support and feedback focused on explicit instruction including the gradual release of responsibility model of instruction.

Person Monitoring:**By When/Frequency:**

Heather Toledo

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Admin and ELA coach will provide strategic, effective, timely feedback as well as coaching support based on the observational data seen in walkthroughs on the ELA walkthrough tool. Coaching cycles will also be used to monitor and support instruction.

Action Step #3

Prioritize engaging students in immense amounts of reading, academic discourse, closely read and annotate texts, and provide effective feedback to scholars.

Person Monitoring:

Heather Toledo

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Admin and ELA coach will look for these actions in weekly look fors, as well as track this data and highlight the evidence-based practices that are impacting student achievement with the entire staff.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Benchmark-based data (FAST data, common assessments, walkthrough data, observational data, etc.) collected from the 2023-2024 school year showed that scholars were performing below grade level in Math due to teacher retention and content knowledge, a lack of consistency in tasks aligned to grade-level benchmarks and core instruction. Scholars were not provided with consistent opportunities to be successful with benchmark-based tasks that are aligned and rigorous enough to meet the task demands of the benchmarks. Teachers also had limited effective teaching methods to support rigorous core instruction in Math to meet these task demands.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Proficiency in Math will increase from 28% to 34%. Math scores in the bottom quartile will increase from 77% to 80%. Learning gains in math will improve from 58% to 80%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Our area of focus will be monitored through walkthrough data specifically targeting identified MTRs in Math. These walkthroughs will be followed up with specific, strategic feedback to individuals and used to collect data on school-wide needs in Math that will drive professional developments and needs to target in Math planning sessions. Our area of focus will also be monitored through formative and topic assessment data analysis of scholars' success on benchmark-based tasks

Person responsible for monitoring outcome

Felicia Byrd

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles with rigorous expectations for all students.

Rationale:

Building procedural fluency from conceptual understanding. Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems. Eliciting and using evidence of student thinking. Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Employ instructional practices and routines that promote student centered learning.

Person Monitoring:

Felicia Byrd

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The coach will model, coach, and teach PD to promote teacher effectiveness and knowledge of instructional practices and routines that promote student-centered learning such as: Higher-Order

Questions, Pinellas Problem Solving Routine, Play-Explore-Investigate Routine, Number Sense Making Routines, Collaborative structures, High-Quality feedback, and opportunities to use that feedback.

Action Step #2

Ensure instructional supports are in place for all students during core and intervention based on data and need.

Person Monitoring:

Felicia Byrd

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The coach will model and work with teachers to analyze scholar data to ensure instructional supports are in place for all students during core instruction and intervention, including supports for students with exceptional needs, EL supports, as well as extensions/more advanced tasks for students above benchmark.

Action Step #3

Utilize MTR coaching tool to provide feedback to teachers

Person Monitoring:

Felicia Byrd

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The coach will utilize the MTR coaching tool to provide feedback to individual teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on school year 2023-2024 FAST results, 31% of 5th grade scholars school-wide were proficient on the SSA-Science Assessment. Science coach ended up teaching 5th grade science as the year progress, which impacted PLC's and overall instructional planning time. We expect to increase science scores from 31 percent to 40 percent by creating a sustainable teaching and PLC structure, which will enhance planning and overall academic instruction.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our current level of performance is 31% of our 5th grade scholars are proficient on the 2024 SSA

Science. We expect our performance level to increase by 9% to move our scholars to 40% proficiency by Spring 2025 Progress Monitoring assessment (F.A.S.T.)/SSA-Science Assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The science team, led by our coach will use equity centered PLCs to design, analyze, implement, and monitor student data to create and differentiate inquiry-based instruction using AVID and CRT strategies.

The Science team will be supported by the Administration team via: Weekly walk-throughs with instructional feedback, data chats, goal setting, celebrations, and academic incentives.

Additionally, the team will focus on developing formative and summative assessments to track and review student progress to standards mastery and remediation groups to ensure comprehension.

Person responsible for monitoring outcome

Ray Dudley

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Strategy 1- Coach will support teachers with extensive inquiry-based instruction which includes opportunities for students to think scientifically through research, content exploration, and writing opportunities (claims and evidence). Strategy 2-Coach will support teachers with the usage of data to differentiate and scaffold instruction to increase student performance. Strategy 3- Coach will support teachers with usage of cross content (Math, Reading, AVID) strategies to support Science learning with related content.

Rationale:

Ensure core instruction in the Science block is designed and implemented according to evidence-based principles. The evidence-based strategies we will use to implement this support are: -Explicit and Systematic Instruction -Formative assessment and strategic, timely, corrective feedback -Academic discourse -AVID, Reading and Math Strategies

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Deliver Explicit Step by Step Instruction

Person Monitoring:

Ray Dudley

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will plan out explicit teaching in Science planning. Teachers will implement daily explicit teaching in each new lesson. Admin and Science coach will monitor for implementation and effectiveness in walkthroughs and observations and provide timely and effective feedback to the teacher. Admin and Science coach will participate in the planning of explicit teaching in weekly planning sessions.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

Implementation and monitoring of Pinellas Early Literacy Initiative

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Strategically focus on K-2 teachers and instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback.

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

Deepen the understanding of Florida's B.E.S.T. ELA standards and benchmarks as a non-negotiable for improving student outcomes.

Grades K-2: Measurable Outcome(s)

50% of our k-2 scholars will be proficient according to STAR PM3 data. As we are entering a fourth year as a peli school, we will closely monitor our 3rd grade proficiency data from FAST, expecting a goal of 45% proficiency from our third graders who have had peli for all grades k-2.

Grades 3-5: Measurable Outcome(s)

Learning gains will increase to 80% in ELA by means of PM3 Fast testing.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will progress monitor using running records, FAST data, and ELFAC data to continually track student success. Ongoing monitoring will allow us to see areas where scholars are proficient and not and strategically plan for the next steps to get scholars to improve in those non-proficient areas.

Person responsible for monitoring outcome

Heather Toledo

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

-Provide print-rich, explicit, systematic, and scaffolded instruction -Teach students to decode words, analyze word parts, and recognize words -Reinforce the effectiveness of instruction in alphabetic, fluency, and vocabulary -Teach students how to use reading comprehension strategies

Rationale:

To develop literacy, students need instruction in two related sets of skills: foundational reading skills and reading comprehension skills. Employing the evidence-based strategies and action steps will enable students to read words (alphabetic), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Monitor data and make informed decisions

Person Monitoring:

Heather Toledo

By When/Frequency:

by weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

School Literacy Leadership Teams are meeting regularly to look at data to make informed decisions about what professional learning and supports need to be in place to maximize student growth in reading.

Action Step #2

Monitor

Person Monitoring:
Heather Toledo

By When/Frequency:
weekly walkthrough

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

School Literacy Leadership teams support the full implementation of the Pinellas Early Literacy Initiative in grades VPK-2 by monitoring it being implemented daily via walkthroughs.

Action Step #3
coaching

Person Monitoring:
Heather Toledo

By When/Frequency:
weekly check in with coaches

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Literacy coaches work with school principals to plan and implement consistent professional learning outlined by the Pinellas Early Literacy Initiative around evidence-based practices grounded in the science of reading as well as the UFLC Flamingo Small group model to demonstrate a significant effect on improving student outcomes.

Action Step #4
Collaborative planning with content area ELA coach

Person Monitoring:
Heather Toledo

By When/Frequency:
weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Use state and district resources (such as the BEST ELA Standards, PCS Gold Documents, Power Benchmarks, & Pop Up Padlets) to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards.

IV. Positive Culture and Environment

Area of Focus #1

Other

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

A focus on creating a safe and positive climate utilizing our school-wide guidelines of success, which are predicated on everyone being responsible, respectful, and safe, will promote an increase in scholar attendance, ownership of behavior, teacher retention, family engagement, and student learning. From the 2023-2024 school year, there is a strong correlation between the number of students absent 10 percent or more, retention, and level 1 statewide assessment data.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Based off 2023-2024 attendance data, over 35 percent of students were absent 10 or more days. Utilizing a comprehensive PBIS system predicated on our guidelines for success while enhance students understanding of school wide expectations. The PBIS system is used as behavior and attendance are often link together. Using the Tier framework helps conceptualize attendance and create an action plan for the tiers to support scholar needs.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will have a weekly Child Study Team meeting with support services, instructional coaches, and administration team. Each week we will have a clear area of focus relating to academics, attendance, and behavior. We will utilize a digital format to progress monitor students and update interventions implemented to support student success.

Person responsible for monitoring outcome

Ray Dudley

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Child Study Teams weekly meetings. A strategic plan is created with process and procedures including protocols outlined staff 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. All support services staff, MTSS Coach and administration will be required to attend weekly with a clear focus to ensure we maximize time. Meetings focus on interventions and best practices strategies to support students. All information will be document to provide all stakeholders with interventions that are being utilize to support students. Ongoing weekly classroom management walkthroughs, feedback, coaching cycles, and identify scholars with 2 or more behavior referrals. Teachers will utilize a proactive behavior intervention which provides strategies and restorative measures to 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.

Rationale:

Condensing our meeting structures with all support services and administration team meetings being held in one location will improve overall communication. Utilizing clear meeting protocols and areas of focus supervised by administration weekly. Implementing a robust PBIS system predicated on our guidelines for success creates clear and measurable expectations.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Child Study Team

Person Monitoring:

Ray Dudley

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Child Study Team will meet weekly to review student attendance, behavior, and grades. All Support Services Team, MTSS Coach, and Administration Team will be present in the meeting. Each meeting will be document and consist of clear areas of focus. Protocols will be established, along with expectations for all team members. Documentation of interventions utilized with students will be discussed along with any pertinent information to support students in the classroom.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

<https://www.pcsb.org/maximo-es>

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

<https://www.pcsb.org/maximo-es>

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

Safe & Positive Climate

School Wide PBIS plan and alignment to Guidelines for success. (Respectful, Responsible, and safe) School wide policies and procedures designed to heighten expectations, accountability, and improve communication.

Facilitate meet and greet meetings with staff to gather data centered around school climate.

Conduct surveys with students centered around school climate.

Intentional Planning

Lesson plans will focus on established protocols to ensure teaching to the depth of the benchmark and incorporate evidence of higher-level questioning to deepen understanding and improve student academic achievement.

Lesson plans will incorporate the use of current student data intended to track and inform intervention, enrichment activities, and pullout groups.

Lesson plans and instructional activities will include the usage of research based high yield strategies.

Walkthrough data will be utilized to capture classroom trends and serve as an additional resource to improve lesson planning.

Agency

Establish opportunities for students to begin tracking and monitoring their data to create ownership of the learning process and assessment performance.

Accelerate Literacy

Across content vocabulary development.

Engage students in academic conversation and writing usual textual evidence.

The topics thoroughly explained about will assist an improving overall classroom instruction, which will enhance student learning and state assessment performance.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

Child Study Team (CST), which consist of guidance counselors, school psychologist, social worker, and behavior specialist will meet weekly to review overall student well- being. Topics discussed will include attendance, threat assessments, homeless population, and other pertinent areas outside of subject areas.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

Child Study Team (CST) will meet weekly to address key issues, which include behavior and early warning intervention signs. A member of ESE Department will be invited to meeting to assist in providing additional student supports.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

Teachers will participate in professional development on "High Effective Professional Learning Communities" to strengthen lesson plan meetings and overall team building. Coaches will assist an assisting teacher with creating lesson plans and model instruction weekly. Teachers will meet with Departments on a monthly basis to gather additional supports when needed.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

Title I funds continue to support the full-day three-year-old program at Maximo Elementary School allowing the district to provide continuity of service for a full two years in early childhood before entering kindergarten.

This seamless, two-year programming provides a strong foundation for school readiness and future educational success. This leads to a smooth transition between preschool and kindergarten for both scholars

and parents. Families are familiar with the personnel, environment, rules, and safety procedures. Our school also works with a district PELI coach who focuses on early literacy support with our scholars to ensure they are prepared for kindergarten.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00