

Pinellas County Schools

MAXIMO ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 2
 - A. School Mission and Vision 2
 - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2
 - C. Demographic Data..... 8
 - D. Early Warning Systems 9
- II. Needs Assessment/Data Review 12
 - A. ESSA School, District, State Comparison 13
 - B. ESSA School-Level Data Review 14
 - C. ESSA Subgroup Data Review 15
 - D. Accountability Components by Subgroup..... 16
 - E. Grade Level Data Review 19
- III. Planning for Improvement..... 20
- IV. Positive Learning Environment 33
- V. Title I Requirements (optional)..... 36
- VI. ATSI, TSI and CSI Resource Review 42
- VII. Budget to Support Areas of Focus 43

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

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, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

Dr. Ray Dudley

dudleyra@pcsb.org

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
Pinellas MAXIMO ELEMENTARY SCHOOL 2024-25 SIP Printed: 08/06/2024 Page 3 of 41
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

TOLEDOH@pcsb.org

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

byrdf@pcsb.org

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.

Acts as Acting Administrator in instances, when administrative team is not present.

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

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The administrative team, instructional coaches, 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. Transformational Zone Leadership team will also conduct COMPSTAT meetings, which consists of individualized discussions with teachers regarding student performance. The School Advisory Council may also choose to revise the plan based on input from stakeholders.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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) MULTIRACIAL STUDENTS (MUL) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: B 2023-24: C 2022-23: D 2021-22: C 2020-21: C

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment										0
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-6.053, 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 2025-26

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 2025-26

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 (2024-25) 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										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-6.053, 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

Prior Year (2024-25) 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										0

Prior Year (2024-25) 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										0
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

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	50	64	59	37	61	57	26	54	53
Grade 3 ELA Achievement	55	67	59	40	63	58	23	54	53
ELA Learning Gains	64	62	60	53	64	60			
ELA Lowest 25th Percentile	71	59	56	82	62	57			
Math Achievement*	40	69	64	28	66	62	28	61	59
Math Learning Gains	62	67	63	58	68	62			
Math Lowest 25th Percentile	63	56	51	83	58	52			
Science Achievement	42	70	58	31	69	57	15	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	67	63		65	61		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 (FPPi) 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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	56%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	447
Total Components for the FPPI	8
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
56%	52%	23%	50%	43%		47%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	49%	No		
Black/African American Students	51%	No		
Multiracial Students	57%	No		
Economically Disadvantaged Students	57%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	50%	55%	64%	71%	40%	62%	63%	42%					
Students With Disabilities	31%	27%	65%	73%	28%	60%	60%						
Black/African American Students	46%	52%	58%	65%	33%	59%	61%	31%					
Multiracial Students	55%				58%								
Economically Disadvantaged Students	52%	59%	64%	76%	41%	63%	60%	39%					

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%					

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.

SUBJECT	GRADE	2024-25 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	55%	65%	-10%	57%	-2%
ELA	4	48%	62%	-14%	56%	-8%
ELA	5	37%	61%	-24%	56%	-19%
Math	3	38%	68%	-30%	63%	-25%
Math	4	43%	68%	-25%	62%	-19%
Math	5	33%	65%	-32%	57%	-24%
Science	5	46%	67%	-21%	55%	-9%

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?

3rd Grade proficiency data showed the most improvement based on the previous year's proficiency data. 3rd Grade proficiency increased from 40% to 55%. The action that contributed to this improvement was strategic student intervention, improved collaborative planning protocols, instructional coaching, and on monitoring of students' progress.

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 2025 state assessment data the lowest performing content was Math. Math went from 28% proficiency to 40% proficiency. Math did make significant improvements this past school year. As a school we need to continue to improve foundational gaps in grades 3-5 math benchmarks, and lack of experience. The gaps in content mastery are being however there are still areas for improvement.

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, and foundational gaps in prior math benchmark skills.

The gaps in content mastery are slowly improving not but there is still a substantial decrease in proficiency when compared to the state.

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 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. Bottom Quartile Learning Gains in Math and ELA.
2. ELA Instruction
3. Math Instruction
4. Third Grade Reading 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 Intervention

Area of Focus Description and Rationale

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.

Area of Focus: Ensure small group and intervention instruction in the ELA and Math block are designed

and implemented according to evidence-based principles. To increase bottom quartile learning gains in both math and ELA to 80%. The purpose of focusing on bottom quartile learning gains allows us to put an emphasis on intervention and prioritize what scholars need through differentiation in small groups.

Rationale for Evidence based strategy:

Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile: (1) content—what the student needs to learn or how the student will get access to the information; (2) process—activities in which the student engages in order to make sense of or master the content; (3) products—culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (4) learning environment—the way the classroom works and feels. The most important factor in differentiation that helps students achieve more and feel more engaged in school is being sure that what teachers differentiate is high-quality curriculum and instruction.

For example, teachers can make sure that: (1) curriculum is clearly focused on the information and understandings that are most valued by an expert in a particular discipline; (2) lessons, activities, and products are designed to ensure that students grapple with, use, and come to understand those essentials; (3) materials and tasks are interesting to students and seem relevant to them; (4) learning is active; and (5) there is joy and satisfaction in learning for each student.

Measurable Outcome

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.

2024-2025 Fast Achievement Data for ELA bottom quartile was 71% Our goal is to improve this percentage to 80% or above. Our 2024-2025 Fast Achievement Data for Math bottom quartile was 63%. Our goal is to improve this percentage to 80%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Grade level teams will meet bi-weekly to plan for and adjust intervention instruction based on data formative and summative data. We will identify scholars not meeting designated benchmarks, plan for reteach of targeted instruction on these benchmarks through small groups, and progress monitor bi-weekly.

Person responsible for monitoring outcome

Heather Toledo

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Differentiated small groups that focus on reteach of benchmarks through explicit and systematic instruction, with formative assessments and corrective feedback.

Rationale:

Explicit instructional practice for novices in learning new content, skill, or concept: 1) full, clear explanations, 2) teacher modeling, 3) Provide a "worked-out" sample with full teacher explanation, 3) Full guidance during student practice, 4) Teacher corrective feedback. Decades of research clearly demonstrate that for novices (comprising virtually all students), direct, explicit instruction is 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/concepts. A review of 70 studies indicates that failure to provide strong instructional support produced measurable loss of learning: minimal guidance can increase the achievement gap. Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile: (1) content—what the student needs to learn or how the student will get access to the information; (2) process—activities in which the student engages in order to make sense of or master the content; (3) products—culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (4) learning environment—the way the classroom works and feels. The most important factor in differentiation that helps students achieve more and feel more engaged in school

is being sure that what teachers differentiate is high-quality curriculum and instruction. For example, teachers can make sure that: (1) curriculum is clearly focused on the information and understandings that are most valued by an expert in a particular discipline; (2) lessons, activities, and products are designed to ensure that students grapple with, use, and come to understand those essentials; (3) materials and tasks are interesting to students and seem relevant to them; (4) learning is active; and (5) there is joy and satisfaction in learning for each student

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Intervention plan

Person Monitoring:

Heather Toledo

By When/Frequency:

bi-weekly

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

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

Area of Focus #2

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

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.

Strategically focus on fully implementing the Pinellas Early Literacy Initiative by focusing on VKP-2 classrooms ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback.

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

Implement consistent 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.

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

Implement consistent evidence-based practices in the form of explicit small group reteach through differentiation to demonstrate a significant effect on improving student reading outcomes.

Grades K-2: Measurable Outcome(s)

Our scholars reading at grade level by the end of the year in K-2 will be 70% or higher.

Grades 3-5: Measurable Outcome(s)

Our bottom quartile gains increase from 71% to 80%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This data will be monitored through walkthroughs and feedback during small group and intervention time.

Person responsible for monitoring outcome

Heather Toledo

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Provides print rich, explicit, systematic, and scaffolded instruction o Teach students to decode words, analyze word parts, and recognize words o Reinforce the effectiveness of instruction in alphabets, fluency, and vocabulary o Provide instruction in broad oral language skills o Teach students how to use reading comprehension strategies o Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension

Rationale:

To develop literacy, students need instruction in two related sets of skills: foundational reading skills and reading comprehension skills. Employing evidence-based strategies and action steps will enable students to read words (alphabets), 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

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1

coaches meeting

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:

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 #2

Coaching

Person Monitoring:

Heather Toledo

By When/Frequency:

Monthly

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

Literacy coaches support and train teachers to administer assessments, analyze data, and use data to differentiate instruction.

Action Step #3

coaching

Person Monitoring:

Heather Toledo

By When/Frequency:

monthly

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

Coach will support and train teachers to use analyze data to differentiate instruction for small group reteach instruction.

Area of Focus #3

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

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.

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

Measurable Outcome

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 2024-2025 FAST achievement proficiency data in ELA was 50%. Our goal is to raise this to 52%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This area will be monitored through ELA collaborative planning sessions, classroom walkthrough data, scholar formative and summative assessment data.

Person responsible for monitoring outcome

Heather Toledo

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Cognitive Engagement with content.

Rationale:

As teachers become more skilled in this strategy, they will see remarkable changes in students' abilities to process and understand new content because they are able to identify which content is critical and understand how learned content scaffolds in complexity. A classroom of scholars identifies critical content within standards, but also studies, recognizes, and celebrates as knowledge grows increasingly more sophisticated

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Benchmark alignment

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 and administrators engage in Just-in-Time professional development (Module Roll-Outs) to engage in backwards planning, deepen understanding of the BEST ELA Benchmarks, as well as lessons designed to support students as they meet the rigorous demands of the grade-level benchmarks

Action Step #2

weekly

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:

- Provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual prep and lesson rehearsal including planning for scaffolds that address gaps in student learning.

Action Step #3

Curriculum

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 district PCS Modules curriculum to provide all students with consistent opportunities to engage in in complex, grade-level content, knowledge-building, and tasks aligned to the rigor of the standard/ benchmark; and make strategic decisions about implementation of the curriculum to maximize impact on student learning

Area of Focus #4

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**

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.

Deepen understanding of the Florida's B.E.S.T. Standards for Mathematics as a non-negotiable for improving student outcomes.

Measurable Outcome

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 2024-2025 FAST Math proficiency data was 42%. Our goal is to increase this proficiency level to 42%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This area will be monitored through Math collaborative planning sessions, classroom walkthrough

data, scholar formative and summative assessment data.

Person responsible for monitoring outcome

Heather Toledo

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Cognitive Engagement with Content

Rationale:

Shifting from stating a standard to communicating learning expectations ensures that goals are appropriate, challenging, and attainable. When goals are specific, revisited throughout the lesson and connect to other mathematics, they are clearer to students. Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions. Effective Mathematics Teaching Practices (Principles to Actions, NCTM 2014)

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Planning

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 and administrators engage in Common Planning (during or after school) utilizing the Best Instructional Guide to Mathematics (B1G-M) to support Implementation of the B.E.S.T. Standards and other instructional initiatives to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards.

Action Step #2

PLC

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:

Ensure feedback, professional development, and PLC's support the Florida B.E.S.T. Standards and

promote strong alignment between standard, target and task.

Area of Focus #5

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

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.

Deepen the understanding of the Florida's State Academic Standards for Science (FSASS – previously named NGSSS) as a non-negotiable for improving student outcomes.

Measurable Outcome

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 2024-2025 Science Data proficiency was 42%. Our goal is to increase to 52%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This area will be monitored through Science collaborative planning sessions, classroom walkthrough data, scholar formative and summative assessment data.

Person responsible for monitoring outcome

Heather Toledo

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teacher Clarity

Rationale:

When focusing on Teacher Clarity, it is important for teachers to have clear intentions and success criteria in mind when presenting science content. Teachers also need to be able to provide effective feedback on and for learning. To do this, there needs to be a clear understanding of the learning goals that are aligned to the standards. Understanding the depth and breadth of the standards will support this work.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

collaborative planning

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:

During collaborative planning that occurs within school hours or after-school planning sessions, synthesize the benchmarks, benchmark clarifications, and content limits to fully understand the expected outcomes that carry the full weight of the standards.

Action Step #2

Standards articulation

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:

- During collaborative planning that occurs within school hours or after-school planning sessions, engage in standards articulation to gain a deeper understanding of prior knowledge and future learning to support students' holistic understanding of the Big Ideas in science

Area of Focus #6

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**

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.

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

Measurable Outcome

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 2024-2025 FAST third grade proficiency data in ELA was 55%. Our goal is to raise this to 60%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This area will be monitored through ELA collaborative planning sessions, classroom walkthrough data, scholar formative, summative assessment data, portfolio checks, and reading levels.

Person responsible for monitoring outcome

Heather Toledo

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Pop Up small groups

Person Monitoring:

Heather Toledo

By When/Frequency:

daily during literacy block.

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

Reading coach will work with 3rd grade ela teacher to implement and teach small group pop up groups daily in literacy block.

Action Step #2

Person Monitoring:

By When/Frequency:

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

Action Step #3

Person Monitoring:

By When/Frequency:

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

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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 2024-2025 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 2024-2025 attendance data, over 36 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

Dr. Ray Dudley

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored

for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Child Study Teams (CST) weekly meetings. A strategic plan is created with processes, procedures, and methods to monitor intervention for all stakeholders. The team will consistently communicate with staff, parents, and scholars to ensure transparency and improve overall student performance. Several steps will be taken to ensure this area of focus is monitored. CST attendance is required by all Student Services Team Members. 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. 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

Description of Intervention #2:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1

Child Study Team

Person Monitoring:

Dr. 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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

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

SIP will be disseminated to all of our school's stakeholders in stages.

First, the plan will be shared with instructional coaches to get their input as they serve as instructional leaders to support learning in the classroom.

Secondly, presented to all staff during the Principal's Address, highlighting key components and strategic academic cell improvements.

Thirdly, the plan will be presented and discussed at SAC meetings.

Lastly, the plan will be posted on the school website, in parent newsletters, and at annual Title 1 Meetings. At our Annual Title I Meetings, families will receive a printed copy of our school's SIP One-Pager, which strategically highlights key critical areas.

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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

After reviewing the PM3 data, our school will leverage the 3rd-grade families to support our School Improvement Plan. With the 3rd grade having its evaluative cell, families must understand the state's emphasis on this grade level. Furthermore, ensuring families have a better understanding of the promotional requirements attached to 3rd grade by the state. In addition to back-to-school and quarterly parent nights, we will have our Community Involvement Committee place a high focus on 3rd grade. Our school will utilize also Parent University to provide families with essential testing strategies that they can review with their scholars in all testing grade levels. Our school will continue to send out newsletters monthly highlighting ways parents can get involved at school and inform them of important events happening at Maximo. We will utilize Muffins with Moms and Donuts with Dad as another opportunity to incentivize parents to attend school events with scholars, and we will provide helpful resources to support student learning. With the vast majority of our students being car riders, administration and team leaders will continue communicate with parents as they pick up their scholar.

Our school will also provide our intermediate scholars with an opportunity to go on a college tour. Students will be able to connect with college students and will conduct research on the college they will be attending, along with areas of interest. Program is designed to empower students and provide them with an opportunity to plan for post-secondary opportunities, which will assist in building relationships with the community and instill career aspirations.

Coaches will be given an opportunity to participate in educational workshops designed to increase their leadership and support the instructional capacity of all teachers.

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Safe & Positive Culture

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.

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.

All areas of focus listed above are designed to ensure that teachers are instructionally supported and that our climate is conducive to learning, which are key components in strengthening our school's academic program. To ensure teachers are instructionally supported, we will utilize Collaborative Planning, Coaching Cycles, MTSS Meetings, CST Data, and walkthrough data from leadership team to support teacher development and achievement. To ensure we continue to create a climate conducive to learning, we will consistently review CST data to support identified student development, which will lead to academic achievement.

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Our plan in collaboration with stakeholders and aligned with other federal, state, and local services. At Maximo Elementary, we coordinate with:

Federal Programs: Our Title 1 Funds support full-day programming for Prek-3 Students, MTSS Coach, Reading Coach, Math Coach, and additional support staff.

Student Services and Mental Health Programs: We partner with districts students' services team, school counselors, and community mental health agencies to address student needs.

Community Partners: Organization like United Church of Christ provide food, hygiene products, and school supplies to ensure families' basic needs are met.

Violence Prevention and PBIS: Our Positive Behavior Intervention and Support (PBIS) systems are aligned with schoolwide expectations and supported by behavior assemblies and restorative practices.

Nutrition Programs: We coordinate and collaborate with our districts Food and Nutrition Department to ensure all students receive breakfast at no cost to their families.

This strategic and comprehensive approach ensure our SIP is aligned with broader efforts to increase student academic performance and remove barriers that prevent closing of the achievement gap.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Teachers will participate in professional development on "Utilizing Morning Meetings to Establish a Positive Classroom Culture" to improve classroom learning environment and overall instructional

time. Behavior team will assist teachers with additional support with overall behavior strategies. Teachers will participate in quarterly trainings to continuously enhance classroom environment.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(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 or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district 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) and rationale (i.e., data) you have determined will be used this year 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 2025-26 UniSIG funds but has chosen NOT to apply.

No

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