

Pinellas County Schools

MAXIMO ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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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. LaShawn Proctor

proctorph@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 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 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 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

Rhonda Finding

findingr@pcsb.org

Position Title

MTSS/reading 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 MTSS and Reading 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 meaningful opportunities to participate in the development, implementation, and ongoing refinement of the School Improvement Plan. Student achievement, attendance, behavior, and school climate data are regularly shared, reviewed, and analyzed to identify priorities and inform school improvement goals aligned with district expectations. Faculty and staff are introduced to the planning process at the start of the school year and are encouraged to contribute feedback and recommendations throughout implementation. Recognizing that the School Improvement Plan is a living document, stakeholder input is continuously gathered, considered, and incorporated as appropriate, with revisions and progress updates documented to ensure responsiveness to emerging needs and priorities.

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 school improvement plan will be monitored throughout the year by the administrative team, instructional coaches, teachers, families, and community stakeholders. Progress will be reviewed by school leadership teams using PM1, PM2, and district-developed common assessments as key data points. In addition, the Transformational Zone Leadership Team will facilitate COMPSTAT meetings, which include individual conferences with teachers to review student performance data. The School Advisory Council may also revise the plan as needed based on feedback from stakeholders.

C. Demographic Data

2026-27 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
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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>	2025-26: A 2024-25: B 2023-24: C 2022-23: D 2021-22: C

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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 2026-27

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 2026-27

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 (2025-26) 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	
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

Prior Year (2025-26) 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 (2025-26) 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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	63	68	62	50	64	59	37	61	57
Grade 3 ELA Achievement	76	70	61	55	67	59	40	63	58
ELA Learning Gains	64	65	63	64	62	60	53	64	60
ELA Lowest 25th Percentile	84	63	58	71	59	56	82	62	57
Math Achievement*	49	72	66	40	69	64	28	66	62
Math Learning Gains	63	69	64	62	67	63	58	68	62
Math Lowest 25th Percentile	83	56	50	63	56	51	83	58	52
Science Achievement	43	72	62	42	70	58	31	69	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)				67		63		65	61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	66%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	525
Total Components for the FPPI	8
Percent Tested	96%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
66%	56%	52%	23%	50%	43%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	47%	No		
Black/African American Students	65%	No		
Economically Disadvantaged Students	66%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	63%	76%	64%	84%	49%	63%	83%	43%					
Students With Disabilities	48%		53%		41%	44%							
Black/African American Students	62%	74%	63%	86%	48%	62%	82%	42%					
Economically Disadvantaged Students	62%	70%	65%	86%	48%	64%	85%	49%					

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.
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%					

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	73%	68%	5%	60%	13%
ELA	4	58%	66%	-8%	60%	-2%
ELA	5	52%	66%	-14%	61%	-9%
Math	3	52%	71%	-19%	66%	-14%
Math	4	46%	72%	-26%	65%	-19%
Math	5	44%	69%	-25%	62%	-18%
Science	5	41%	70%	-29%	60%	-19%

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?

Third-grade proficiency data demonstrated the most significant growth compared to the previous year, increasing from 55% to 76%. This improvement can be attributed to targeted student interventions, strengthened collaborative planning practices, ongoing instructional coaching, and consistent monitoring of student 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.

Science proficiency data reflected the lowest performance, declining from 46% to 43%. This decrease may be attributed to overlapping science and reading intervention schedules, which limited opportunities for consistent science intervention and review of prior grade-level standards.

Greatest Decline

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

Science proficiency data was the only decline from the prior year. Not having an intentional plan for reviewing all previous level grade level standards was a contributing factor. Our science teacher was also a first year 5th grade science teacher, so she was having to learn the content throughout the year along with scholars.

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.

Mathematics showed the greatest gap when compared to the state average. Contributing factors to this disparity include limited student experience and gaps in foundational math skills from previous grade levels. While there has been gradual improvement in content mastery, overall proficiency remains significantly below the state average.

EWS Areas of Concern

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

The two areas of concern identified in the Early Warning System (EWS) data are the percentage of students with absenteeism rates of 10% or greater and the corresponding number of students scoring at the lowest performance levels on state assessments in both ELA and Mathematics.

Highest Priorities

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

1. Science Instruction
2. Third Grade Reading Instruction
3. Math instruction
4. Bottom Quartile Learning Gains in Math and ELA.
5. ELA 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.

Strengthen the effectiveness of small-group and intervention instruction within the ELA and Mathematics blocks by ensuring that instruction is intentional, data-driven, and aligned to each scholar's specific academic needs. Through ongoing analysis of student performance data, interventions will be strategically targeted to address skill gaps, accelerate learning, and maximize student growth.

In mathematics, this will include the implementation of strategic, standards-aligned intervention groups that focus on prerequisite skill gaps, explicit instruction in foundational concepts, and targeted practice aligned to grade-level benchmarks. Math intervention will be intentionally scheduled and differentiated based on student data, ensuring frequent opportunities for reteaching, spiral review of prior standards, and progress monitoring to adjust instruction in real time.

Our goal is to increase learning gains among students in the bottom quartile to 80% in both ELA and Mathematics. Prioritizing bottom quartile achievement allows the school to focus resources and instructional support on students with the greatest academic needs. By implementing differentiated instruction, targeted interventions, and frequent progress monitoring, educators can provide scholars with the precise support necessary to achieve meaningful growth and academic success.

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.

2025- 2025 Fast Achievement Data for ELA bottom quartile was 86%, but our gains were only 63%. Our goal is to improve this percentage our gains percentage to 65% or above. Our 2025-2026 Fast Achievement Data for Math bottom quartile was 89% but our gains were only 63%. Our goal is to improve our gains to 65% or above.

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 biweekly to analyze formative and summative data, identify students not meeting benchmark expectations, and design targeted small-group interventions aligned to specific skill deficiencies. Teams will implement and monitor these interventions with fidelity, using biweekly progress monitoring data to evaluate effectiveness and make timely instructional adjustments to maximize student growth.

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:

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 prioritizing VKP-2 classrooms and ensuring equitable access to instructional resources, targeted supports, school-based professional learning, coaching cycles, and actionable feedback.

Grades K-2: Reading/ELA Instructional Practice

Implement consistent, evidence-based literacy practices grounded in the Science of Reading, including the effective use of UFLI Foundations and the Flamingo Small Group Model, to strengthen foundational literacy skills and improve student outcomes.

Grade 3: Reading Proficiency Focus

Implement a comprehensive third-grade literacy framework focused on achieving reading proficiency through standards-aligned core instruction, targeted small-group intervention, frequent progress monitoring, and data-driven instructional adjustments. Emphasis will be placed on vocabulary development, reading comprehension, and foundational skill deficits identified through diagnostic assessments. Teachers will utilize differentiated instruction and intervention supports to ensure all scholars are on track to meet or exceed grade-level expectations and demonstrate proficiency on state assessments.

Grades 3-5: Reading/ELA Instructional Practice

Implement consistent evidence-based instructional practices, including explicit reteaching, differentiated small-group instruction, and targeted interventions, to address identified skill gaps and accelerate student learning. Instruction will be informed by ongoing data analysis to ensure a significant positive impact on reading achievement and learning gains.

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.

- By the end of the school year, 70% or more of students in grades K-2 will demonstrate grade-level proficiency in foundational reading skills as measured by district assessments and progress monitoring data.
- By the end of the school year, 70% or more of third-grade scholars will demonstrate proficiency in Reading/ELA as measured by state and district assessment data, ensuring students are prepared to meet grade-level expectations and the requirements of the Florida third-grade reading legislation.
- Students in the bottom quartile will achieve and maintain at least 80% learning gains in Reading/ELA through targeted intervention, differentiated small-group instruction, and ongoing progress monitoring.
- The implementation of evidence-based literacy practices, including the Pinellas Early Literacy Initiative, UFLI Foundations, the Flamingo Small Group Model, and explicit small-group reteaching, will result in increased student achievement and growth across all grade levels as evidenced by district and state assessment outcomes.

Monitoring

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

Implementation and effectiveness of these literacy initiatives will be monitored through regular classroom walkthroughs, instructional rounds, and observations focused on core instruction, small-group differentiation, and intervention delivery. Student performance data, including progress monitoring, diagnostic assessments, and benchmark results, will be reviewed collaboratively to evaluate the impact of instructional practices on student achievement. Feedback from walkthroughs and data reviews will inform individualized and team-based coaching cycles, professional learning opportunities, and targeted support to ensure fidelity of implementation and continuous improvement toward achieving grade-level proficiency, third-grade reading goals, and bottom quartile learning gains.

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:

-Provide 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 will 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 UFLI and 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 will 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.

Strengthen the implementation of Florida's B.E.S.T. ELA Standards by deepening teacher understanding of grade-level benchmarks, text complexity, and standards-aligned instructional practices as a non-negotiable for improving student outcomes. Through intentional planning, data-driven instruction, and targeted professional learning, educators will deliver rigorous, standards-aligned lessons that promote critical thinking, reading comprehension, and written expression. A focused commitment to the B.E.S.T. ELA Standards is essential to ensuring consistency and coherence in instruction across grade levels. Analysis of student performance data indicates a need for stronger alignment between standards, instruction, and assessment. By building teacher capacity and prioritizing explicit, systematic instruction in reading and writing, students will be better equipped to demonstrate proficiency, make meaningful learning gains, and successfully engage with complex texts.

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 2025-2026 FAST achievement proficiency data in ELA was 63% and 76% for 3rd grade. Our overall ELA goal is 68%. Our 3rd grade proficiency goal in ELA is 80%.

Monitoring

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

Progress will be monitored through structured ELA collaborative planning sessions, regular analysis of classroom walkthrough data to ensure alignment to the B.E.S.T. standards, and continuous review of student formative and summative assessment results to guide instructional decision-making and

improve student outcomes.

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:

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

benchmark aligned

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

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:

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 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.

Strengthen the implementation of Florida's B.E.S.T. Standards for Mathematics through rigorous, standards-aligned instruction, collaborative planning, and data-driven decision making. Teachers will deepen their understanding of the mathematical progressions, benchmarks, and expectations within the standards to ensure instruction promotes conceptual understanding, procedural fluency, and mathematical reasoning. Through ongoing professional learning, coaching, and targeted support, educators will utilize high-quality instructional practices that engage scholars in productive struggle, discourse, and problem-solving.

A focused commitment to the B.E.S.T. Standards for Mathematics is essential to improving student achievement and learning gains. Analysis of student performance data indicates a need for greater alignment between standards, instruction, and assessment. By building teacher capacity and ensuring consistent implementation of standards-based instructional practices, scholars will develop the mathematical knowledge and skills necessary to achieve proficiency, demonstrate growth, and successfully apply mathematics in real-world contexts.

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 2025-2026 FAST Math proficiency data was 49%. Our goal is to increase this proficiency level to

55%.

Monitoring

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

Progress will be monitored through structured math collaborative planning sessions, analysis of classroom walkthrough data to ensure standards-aligned instruction, and regular review of student formative and summative assessment results to inform instructional adjustments.

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:

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 will 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.

Strengthen the implementation of the Florida State Academic Standards for Science (FSASS, formerly NGSSS) by deepening teacher understanding of grade-level benchmarks, scientific practices, and standards-aligned instruction as a non-negotiable for improving student outcomes. Science has been identified as the school's lowest-performing content area, indicating a critical need for increased alignment between standards, instruction, and assessment. Through intentional planning, targeted professional learning, and data-driven instruction, educators will deliver rigorous, standards-based lessons that emphasize inquiry, conceptual understanding, and the application of scientific knowledge. By building teacher capacity and prioritizing consistent, high-quality science instruction—including opportunities for review of foundational skills—students will be better positioned to demonstrate proficiency, make meaningful learning gains, and succeed in science achievement.

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.

By the end of the 2026–2027 school year, science proficiency will increase from 43% to at least 50%, as measured by state assessment data.

Monitoring

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

Progress in this area will be monitored through structured science collaborative planning sessions,

ongoing analysis of classroom walkthrough data, and regular review of student formative and summative assessment results. In addition, instructional coaching cycles will be implemented to support teachers in strengthening standards-aligned science instruction. These cycles will include goal setting, modeling, co-teaching, observation, and feedback focused on the effective implementation of the Florida State Academic Standards for Science (FSASS). Data from coaching cycles, along with student performance trends, will be used to refine instructional practices, ensure fidelity of implementation, and drive continuous improvement in science achievement.

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 learning to further enhance the 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.

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.

Establishing and sustaining a positive, supportive school culture centered on our Guidelines for Success—being Responsible, Respectful, and Safe—will contribute to improved student attendance, increased accountability for behavior, stronger staff retention, enhanced family partnerships, and higher levels of academic achievement. Analysis of data from the 2025–2026 school year indicates a significant relationship between chronic absenteeism, student retention rates, and Level 1 performance on statewide assessments. By fostering a safe and engaging learning environment, the school will proactively address barriers to student success and promote positive outcomes for all learners.

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 on 2025–2026 attendance data, more than 41% of students missed at least 10% of instructional days. Implementing a comprehensive PBIS framework, grounded in our established guidelines for success, will strengthen students' understanding of schoolwide expectations. PBIS is particularly important because behavior and attendance are closely connected. Using a tiered approach allows us to better analyze attendance patterns and develop targeted action plans to support students at each level of need.

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

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:

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

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:

Heather Toledo

By When/Frequency:

weekly

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

The Child Study Team will convene on a weekly basis to analyze student attendance, behavioral data, and academic performance. Meetings will include representatives from Student Support Services, the MTSS Coach, and the Administrative Team. A structured agenda and established protocols will guide each meeting to ensure consistency and accountability. Team members will review intervention data, monitor student progress, and collaborate on targeted support strategies. Documentation of actions taken, outcomes, and next steps will be maintained to ensure effective implementation and ongoing support for student success 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.

The School Improvement Plan (SIP) will be communicated to all stakeholders through a structured, multi-phase approach. First, the plan will be shared with instructional coaches to gather input, as they serve as key instructional leaders who support classroom practices. Next, the plan will be presented to all staff during the Principal's Address, with an emphasis on key priorities and targeted areas for academic improvement.

The SIP will then be reviewed and discussed during School Advisory Council (SAC) meetings to ensure stakeholder engagement and feedback. Finally, the plan will be shared broadly with families and the community by posting it on the school website, including highlights in parent newsletters, and presenting it at the Annual Title I Meeting. During this meeting, families will receive a printed copy of the school's SIP One-Pager, which outlines the most critical goals and focus areas in a clear and accessible format.

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

Based on a review of PM3 data and reflection on current practices, strengthening family and

community engagement has been identified as a key area for growth at Maximo. To address this need, the school will implement a more intentional and targeted approach to building meaningful partnerships with families and community stakeholders.

A primary focus will be placed on supporting families of students in tested grade levels, particularly 3rd grade, by ensuring they have a clear understanding of state expectations, assessment requirements, and promotion criteria. This will be accomplished through enhanced communication during Back-to-School events, quarterly academic family nights, and targeted workshops designed to provide families with practical strategies to support learning at home.

The school will leverage its Community Involvement Committee and Parent University to offer ongoing engagement opportunities that build families' capacity to support student achievement across all grade levels. Monthly newsletters, the school website, and consistent communication will be used to keep families informed of academic expectations, school events, and ways to stay actively involved.

In an effort to increase participation and strengthen relationships, the school will continue to host events such as Muffins with Moms and Donuts with Dads, using these opportunities to share academic resources and reinforce the home-school connection. Additionally, school leaders and staff will prioritize consistent, positive communication with families during daily dismissal to build trust and increase accessibility.

The school will also work to expand community connections by providing students with opportunities such as college awareness experiences, including campus visits and career exploration activities. These experiences are designed to foster student motivation, connect learning to future goals, and strengthen partnerships within the broader community.

Through these focused efforts, Maximo will aim to build stronger relationships with families and community stakeholders, increase engagement, and create a more collaborative environment that supports student success.

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 and Positive Culture

Maximo will strengthen a safe and positive school culture through the consistent implementation of a schoolwide PBIS framework aligned to our Guidelines for Success: Be Respectful, Responsible, and Safe. Clear expectations, consistent procedures, and explicit teaching of behavior standards will promote a structured and supportive learning environment. Schoolwide systems will emphasize accountability, recognition of positive behaviors, and proactive communication to ensure all stakeholders understand expectations and contribute to a culture conducive to learning.

Intentional Planning and Instruction

Instruction will be driven by intentional, standards-aligned planning that emphasizes teaching to the full depth and rigor of grade-level benchmarks. Lesson plans will reflect established planning protocols and include:

- Alignment to Florida's B.E.S.T. Standards and content benchmarks
- Evidence of higher-order questioning and cognitive engagement
- Differentiated strategies to meet diverse student needs

Teachers will utilize real-time student data to inform instruction, identify skill gaps, and design targeted interventions, enrichment opportunities, and flexible grouping structures. Research-based, high-yield instructional strategies will be embedded into daily instruction to maximize student engagement and achievement.

Classroom walkthrough data will be consistently analyzed to identify instructional trends, monitor implementation of best practices, and provide targeted feedback to strengthen instructional delivery across classrooms.

Student Agency and Ownership

Students will be provided with structured opportunities to track, monitor, and reflect on their academic progress. By engaging in goal setting and data tracking, students will develop ownership of their learning, increase motivation, and build accountability for their academic performance. This focus on student agency will empower scholars to take an active role in their growth and success.

Accelerated Literacy Across Content Areas

A schoolwide emphasis on literacy will be integrated across all content areas to strengthen comprehension and communication skills. Instruction will prioritize:

- Explicit vocabulary development across disciplines
- Opportunities for academic discourse and collaborative learning
- Writing grounded in textual evidence and content understanding

This cross-curricular approach to literacy will ensure students develop the skills necessary to access complex texts and demonstrate deeper understanding across all subjects.

Instructional Support and Continuous Improvement Systems

To ensure effective implementation and continuous improvement, Maximo will utilize a comprehensive system of instructional support, including:

- Collaborative Planning: Ongoing, structured grade-level planning focused on standards alignment, data analysis, and instructional design
- Coaching Cycles: Targeted coaching that includes goal-setting, modeling, observation, and feedback to strengthen instructional practices

- MTSS and CST Meetings: Data-driven problem-solving to identify and support students with academic and behavioral needs
- Walkthrough Data Analysis: Regular monitoring of instructional trends to inform professional development and instructional adjustments

Additionally, student performance data (CST, formative, and summative assessments) will be consistently reviewed to guide decision-making, refine instruction, and ensure all students are making progress toward proficiency.

Climate and Culture for Learning

Maximo will maintain a strong focus on creating and sustaining a climate that supports both academic and social-emotional development. By consistently analyzing student data, reinforcing expectations, and providing targeted supports, the school will ensure that all students are positioned for success in a structured, supportive, and academically focused environment.

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)).

The Child Study Team (CST), comprised of the school counselor, school psychologist, social worker, and behavior specialist, will convene weekly to review and monitor students' overall well-being. Meetings will focus on key areas such as attendance trends, threat assessments, support for students experiencing homelessness, and other non-academic factors that may impact student success. The team will use this time to identify student needs, coordinate supports, and develop action plans to promote positive outcomes.

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)).

The Child Study Team (CST) will meet weekly to proactively address problem behaviors and identify early warning indicators that may impact student success. During these meetings, the team will analyze behavioral data, attendance patterns, and other relevant indicators to ensure timely identification of at-risk students and the implementation of appropriate interventions. An MTSS and ESE team member will participate in CST meetings to provide additional expertise and support in developing targeted strategies and interventions to address individual student needs.

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)).

To strengthen instructional practices and improve student outcomes, teachers will engage in ongoing professional learning and targeted support throughout the school year. The school's behavior team will work closely with teachers to provide coaching and guidance on effective classroom management strategies, ensuring a consistent and positive learning environment across all classrooms.

Teachers will participate in quarterly professional development sessions focused on enhancing classroom culture, implementing proactive behavior strategies, and increasing student engagement. These trainings will be aligned to schoolwide goals and based on identified needs from classroom data and walkthrough trends.

Additionally, daily implementation of Morning Meetings will support the development of a positive classroom community, promote social-emotional learning, and proactively address student behavior by establishing routines, building relationships, and reinforcing expectations.

Ongoing support will also be provided through collaborative planning, coaching cycles, and data-driven discussions to ensure that teachers are equipped with the tools and strategies necessary to effectively meet the academic and behavioral needs of all students.

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, TSI, 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 2026-27 UniSIG funds but has chosen NOT to apply.

No

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