

Orange County Public Schools

William S Maxey Elementary



2017-18 Schoolwide Improvement Plan

William S Maxey Elementary

602 E STORY ROAD, Winter Garden, FL 34787

<https://maxeyes.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	C*	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for William S Maxey Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To lead our students to success with the support and involvement of families and the community.

b. Provide the school's vision statement.

To be the top producer of successful students in the nation.

2. School Environment

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

Maxey Elementary proudly serves a diverse student population. The AdvancED survey and the home language survey provides a snapshot of our students' cultural needs. Teachers are able to use students' interests and backgrounds to build a climate of acceptance and community. Faculty and staff receive professional development on strategies to engage English Language Learners. Additionally, through our yearly multicultural celebrations like Hispanic Heritage Month and Black History Month, all families are encouraged to share parts of their culture and history with our students.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The educational environment at Maxey Elementary creates an atmosphere that is safe, fair and respectful of students. Our school is attractive, comfortable and well-kept so our students feel that it is a place dedicated and designed for their well-being. At the start and end of each day, the leadership team members and designated staff are placed in strategic locations throughout the campus to monitor safety and provide supervision of students. Staff greet students and visitors coming into the front doors of our school. Visitors are directed to the main office to receive a visitor's pass before entering the main building. Safety patrols also assist with escorting students and visitors to the appropriate areas.

Teachers begin the year with an in depth teaching of the Student Code of Conduct. Each quarter, the same policies and procedures are reviewed with all students. In the classroom, teachers set clear, consistent routines and procedures aimed to foster a nurturing learning environment. Additionally, through our school-wide Positive Behavior Support (PBS) program, students are encouraged and recognized for demonstrating positive character traits.

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

Maxey Elementary uses PBS as a systematic, proactive approach to student behavior. During preplanning, the leadership team conducted a professional development on PBS for all staff. The goal is to be proactive and provide school-wide expectations in all areas.

A school-wide discipline handbook was provided to all staff and included a detailed plan of addressing disciplinary incidents within the school day. A tiered system of intervention helps teachers

determine the interventions necessary to deescalate situations that may arise. Members of our Exceptional Student Education (ESE) Team use Crisis Prevention Intervention (CPI) techniques, if needed, to ensure the safety of students. The use of a positive alternative to school suspension room (PASS) provides opportunity for students to be retaught appropriate behaviors while remaining in school.

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

A team comprised of the principal, instructional coaches, the ESE teacher, select classroom teachers, and the guidance counselor convened to complete the Best Practices for Inclusive Education (BPIE) Assessment to evaluate our current practices. Based on our final ratings, the team identified priority goals and developed improvement strategies to ensure the social-emotional needs of all students are being met. In addition, we refer students and families to SedNet approved agencies for counseling. The school social worker provides support groups for students in the area of emotional growth. The school registrar connects families to outside agencies when needed, to provide them assistance that supports continuous academic success. Our guidance counselor provides instruction on character education which includes educational approaches such as social-emotional learning and civic education. Furthermore, all faculty and staff share a commitment to helping our students become responsible, caring, and contributing citizens.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Early Warning Signs include:

The Child Study Team meets monthly to review and discuss attendance for students who are below 90 percent. The Social Worker conducts home visits as needed.

The Child Study Team meets monthly to discuss students who have one or more suspensions. Identified students are referred for behavioral counseling to learn how to make better choices.

The Leadership Team meets twice a month to analyze data and discuss the academic progress of students who are failing in ELA and Mathematics. All instructional coaches provide intensive instruction to the identified students in a small group setting to provide them with extra support.

Students who are performing below grade level in grades KG through 5th have the opportunity to attend Saturday School Tutoring. Saturday School Tutoring provides intensive instruction in ELA and Mathematics. This program is offered two days a month for three hours.

Additionally, students who scored a Level 1 on the statewide assessment and/or fall in the lowest 25% have an opportunity to participate in an after-school tutoring program that provided tutoring in ELA and Mathematics. This program is offered three days a week for one hour.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	6	7	9	4	5	6	0	0	0	0	0	0	0	37
One or more suspensions	0	0	1	2	2	1	0	0	0	0	0	0	0	6
Course failure in ELA or Math	5	2	5	1	8	6	0	0	0	0	0	0	0	27
Level 1 on statewide assessment	0	0	0	6	16	13	0	0	0	0	0	0	0	35

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	2	0	3	1	9	6	0	0	0	0	0	0	0	21

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

The MTSS team meets monthly to review and analyze progress monitoring data. Leadership team members and support staff work daily with small groups of students identified by the early warning system to provide intensive instruction in the areas of deficiency. Saturday School is offered twice a month to provide an opportunity for additional instruction in reading and math.

Our faculty will continue to receive professional development on the Marzano Instructional Framework and will be expected to use elements of the framework in every lesson. We will continue to use iReady computer program as a tool to intervene and support our core reading and math instruction.

In order to support and encourage consistent attendance, students have the opportunity to be recognized with perfect attendance each nine weeks at the Wildcat Awards. To support behavior and minimize suspensions, Maxey Elementary implements positive behavior support school-wide. We have also implemented the "RARE Achiever" program. In this program, students have the opportunity to be recognized for displaying positive character traits during each nine weeks.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/424048>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The school provides opportunities for parents to become involved in their child's academic progress. Parents are invited and encouraged to attend PTA, SAC, and Parental Involvement activities, such as Curriculum Nights, Open House, Conference Night, Parent Breakfast, Bring Your Parent to School Day and Meet the Teacher. Quarterly newsletters are sent to families to share information about upcoming events.

Our Partner in Education (PIE) program is the springboard to building and sustaining partnerships within the local community. Through these partnerships, Maxey Elementary is able to secure and utilize resources that support the school and student achievement. Our school based PIE representative establishes new relationships while maintaining previous relationships with area businesses.

The Love Pantry is provided through the Christian Service Center in effort to keep hunger from having an impact on learning at Maxey Elementary. The pantry is restocked monthly and the school provides assistance to families in need of food.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Davis-Wilson, Carletta	Principal
Ranson, Sharon	Instructional Coach
Saulsby, Maria	School Counselor
Young, Tara	Instructional Coach

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Principal, Carletta Davis-Wilson: The principal leads the school and ensures all faculty and staff are working towards the school's mission and vision. She conducts all formal observations to make sure all instructional employees are implementing the Marzano Instructional Framework. She utilizes data-based decision-making to ensure the students are provided a meaningful education. The principal is responsible for ensuring students are provided standards-based and differentiated instruction, as well as intervention services. She facilitates data meetings and school leadership team meetings to discuss student academic progress. The principal regularly communicates with stakeholders regarding the school and students' academic progress.

Instructional Coach/Reading, Tara White and Instructional Coach/Math and Science, Sharon Ranson: The reading and math instructional coaches ensure grade levels implement the core programs and provide support with identifying and locating supplemental materials. They facilitate weekly reading and math common planning with all grade levels. The coaches assist with whole school screening programs that provide intervention services for children considered "at-risk." In addition, they assist in the development and implementation of progress monitoring. They are responsible for data collection and data analysis. They routinely participate in the design and delivery of professional development

and technical assistance to teachers regarding standards-based instruction, planning and lesson implementation. The reading and math coaches model lessons and support the implementation of Tier 1, Tier 2, and Tier 3 instruction. The coaches are also an integral part of developing common assessments.

Staffing Specialist/ESOL Compliance Specialist/MTSS Coach, Maria Saulsby: The staffing specialist participates in the collection, interpretation, and analysis of data. She assists with whole school screening programs that provide early intervention services for children considered "at-risk." The staffing specialists facilitates IEP meetings and the MTSS process. She supports the implementation of Tier 1, Tier 2, and Tier 3 instruction. As the ESOL Compliance Specialist, she coordinates assessments for English Language Learners, oversees placements and support in the general education classroom.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school-based Leadership Team is responsible for managing and coordinating efforts between all grade level teams, as well as reviewing and revising the School Improvement Plan. The school-based Leadership Team meets monthly to discuss the core curricula areas including methods of instruction, school-based curriculum, classroom setting, and students' progress. The team focuses on disaggregation of data, small group instruction, instructional focus calendars, pacing, interventions, and progress monitoring. Members of the school-based Leadership Team collaborate with grade levels to assess the progress of identified students in the MTSS process and students in need of Tier 2 and Tier 3 instruction. During meetings, student data is disaggregated to determine trends and intervention/enrichment needs. The team also evaluates the effectiveness of implemented interventions to determine continuous implementation or adaptations. The school monitors lesson plans and student data to provide additional support in the classrooms with identified students. The principal ensures the collection of data reports and instructional plans. The instructional coaches are responsible for the collection and analysis of data reports provided to the principal. The teachers are provided with appropriate data and training on the disaggregation of data. The coaches also monitor data specific to their curriculum focus, as well as model effective strategies in their content areas. The school-based ELL contact and the district ELL contacts continuously monitor the progress and implementation of interventions and strategies for identified ELL students, ensuring intervention plans are followed with fidelity.

Maxey Elementary has the support and involvement of the following:

1. Head Start provides parents with various opportunities for families to visit Maxey Elementary and share in their students' academic growth.
2. Maxey Elementary resource teachers provide teacher & parent training to assure all students enter kindergarten ready to learn. Head Start classes are invited to visit PreK in the spring to ease the transition to Pre-K.
3. Maxey Elementary includes Pre-K in all communications and Title I events.
4. The Migrant Liaison coordinates with Title I to ensure school information is relayed to parents and that students' needs are met.
5. SAI funds are used to provide extended learning opportunities. During the summer, kindergarten through third grade students attend summer enrichment that reinforces reading. All Level 1 and Level

2 students are encouraged to attend.

6. Title I funds are used for supplemental materials that students can take home and use with their parents. As part of the federal government's "War on Poverty," Title I of the 1965 Elementary and Secondary Education Act (ESEA) was passed to provide financial assistance to local education agencies serving areas with high concentrations of children from low-income families. The intent was that those agencies would expand and improve their educational programs that contributed particularly to meeting the special needs of educationally disadvantaged children. This funding has allowed Maxey Elementary to:

- * hire additional staff to reduce class size and strengthen the relationship between the school and families
- * facilitate activities to promote parental involvement
- * strengthen teacher training in reading/language arts and mathematics instruction
- * strengthen components related to curriculum and instruction such as computer assisted instruction
- * provide Academic Tutoring Services Monday, Tuesday, and Thursday for students in KG and 1st and Saturday School for students in grades 3-5 who require additional instruction in reading and math.

7. Title III funds are used for educational services, resources, and English Language Learners (ELL) support to improve education of immigrant and ELL students. Services and materials are provided by the district to support ELL students. The Compliance Teacher also works with district personnel to maintain the school Parent Leadership Council, which convenes quarterly.

8. The school offers a non-violence and anti-drug program to students that incorporates field trips, community service, and counseling. These events are provided by our School Resource Officer through the Super Kids curriculum. The bullying prevention program provides resources to parents and families in need of support.

9. The district-based social worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. In addition, the school social worker and school liaison maintain regularly scheduled visits to families to assist in the distribution of resources and educational materials, using Title X homeless funds.

10. Maxey Elementary offers a breakfast and lunch program with food choices that are in compliance with the USDA Breakfast and Lunch Program. Maxey Elementary maintains a PE department that includes instruction in athletics and fitness training. Maxey Elementary is also compliant with the state statute PE requirement of 150 minutes per week.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Carletta Davis-Wilson	Principal
Debbie Heflin	Education Support Employee
Bettina Branch	Parent
Norily Rivera	Parent
Shaileen Robles	Parent
Jurene Barnes	Parent
Irarissa Louis	Teacher
Allen Kilpatrick	Business/Community
Sharon Ranson	Teacher
Gely Magali Paz	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

During the 2016-2017 school year, SAC met on a monthly basis to review the 2016-2017 School Improvement Plan (SIP) and Parental Involvement Plan (PIP). During the last SAC meeting in May 2017, the SIP and PIP were reviewed to determine the effectiveness of the year's goals.

b. Development of this school improvement plan

Maxey Elementary meets with the SAC committee monthly. To encourage parental involvement, invitations and reminders are sent home via backpack, email and ConnectED. The meeting dates and times are also posted on the school's marquee and social media site. SAC members are given training so that all committee members have an understanding of the School Improvement Plan (SIP) and the process for developing, writing and reviewing the SIP. The SAC worked collaboratively with the leadership team to develop the 2017-18 School Improvement Plan.

c. Preparation of the school's annual budget and plan

The SAC meets on a monthly basis to discuss the use of budget funds to meet school improvement goals. Last spring, the projected budget for the 2016-2017 school year was shared with the SAC and input was collected. During the September 2017 meeting, updated budget information will be shared and recommendations will be made regarding expenditures for instructional materials.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Last year, school improvement funds were saved and rolled into the 2017-2018 budget. School improvement funds will be used to purchase resources to support and improve literacy.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

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

The SAC roster is expected to be approved by the end of October and SAC will be in compliance.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Davis-Wilson, Carletta	Principal
Ranson, Sharon	Instructional Coach
Saulsby, Maria	School Counselor
Young, Tara	Instructional Coach
	Other

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team (LLT) promotes literacy across all grade levels and content areas to increase the number of students reading at or above grade level. The LLT focuses on the implementation of the Florida State Standards using complex text and closing the achievement gap between subgroups in the area of reading. An emphasis is placed on the use of research-based practices including close reading strategies, higher order thinking questions, accountable talk and discussions. Members of the team develop a school-wide plan to promote literacy within the school and at home. To encourage and support daily reading, students participate in the Accelerated Reader program, earning incentives for achievement. Events like Literacy Night provide parents the opportunity to learn and practice reading strategies to help their child at home.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

A variety of strategies are used to encourage positive working relationships between teachers at Maxey Elementary. Grade level teams meet three times a week for common planning and data analysis. Common planning time is provided across grade levels to ensure collaboration with all instructional staff. This designated time allows time to plan lessons, analyze student data, create common assessments, and discuss instructional strategies. The reading and math coaches participate in all common planning meetings to provide teachers with extra support and resources. A PLC form is completed during the meetings and uploaded for administrative review. Notes help to ensure focused, collaborative planning on standards-based instruction. The principal meets bi-weekly with grade level teams to discuss data and to plan for instruction. Staff meetings are held monthly, and professional development activities are held on designated Wednesdays. Maxey Elementary assists new teachers through the mentor program, which partners a new teacher with a veteran teacher to receive guidance and support.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

The importance of recruiting, developing, and retaining highly qualified, certified-in-field, effective teachers is essential to the success of Maxey Elementary. The following action steps are taken to ensure targets are met:

Hire highly qualified candidates that demonstrate the ability to raise student achievement (Principal).

Contact references and interview candidates with "effective" assessments (Principal).
Recognize teachers that are meeting data targets (Principal).
Provide mentoring, training, and support for all teachers (Leadership Team).
All teachers will access and use the Florida Standards to plan for instruction (Leadership Team).
The district's Curriculum Resource Materials (CRMs) will be used to support teaching of the standards in all subject areas (Leadership Team).

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

Instructional coaches work closely with all teachers. Teachers who are new to the profession or new to Maxey Elementary will be paired with a highly effective teacher mentor with more than three years of teaching experience. The instructional coach will facilitate monthly meetings and activities to include observation & co-teaching opportunities, sharing and counseling, and follow-up and reflection sessions with mentor and instructional coach.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are encouraged to access and utilize the standards-based resources when planning daily instruction.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Maxey Elementary uses a data-driven approach to differentiated instruction in order to meet the diverse needs of all students. During the first weeks of school, students are given baseline assessments in reading, math, writing, and science. The data provided from the assessments guides the differentiated instruction. After the initial assessments, teachers will give weekly formative assessments to track students' growth based on specific standards-based learning targets. In addition, common summative assessments will be given at the end of each unit to track students' achievement relative to the standards-based learning goal. Guided reading and math groups will address students' needs based on grade level expectations. Students who are performing below grade level proficiency will receive intervention specific to their needs during MTSS. These students will be progress monitored on a bi-weekly basis, and groups will be fluid, based on student needs. The principal, resource teachers and grade level teams will meet bi-weekly to review, discuss, and take action on current student data. Instruction will be modified based on student data. For example, if students display proficiency on a pre-assessment, the teacher will modify the instructional plan to address the standards at an advanced level. Students who do not display proficiency will be addressed in small groups and during intervention. In addition, if students display deficits, the instructional plan will be modified to address foundational learning targets. Students who are proficient will receive enrichment in small groups.

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

Strategy: After School Program

Minutes added to school year: 21,600

The after-school program targets students with reading and math deficiencies, English Language Learners, and students with disabilities. Students receive tutoring services as well as, additional instruction in reading, writing, math, and science through project-based learning.

Strategy Rationale

Maxey Elementary has been awarded the 21st Century Community Learning Centers (CCLC) after school tutoring grant. This grant allows 2nd-5th grade students the opportunity to receive additional instruction in reading, math, science, and writing. Priority acceptance is given to students that have been identified as needing Tier 2 or Tier 3 intervention. However, students who are performing on and above grade level are allowed to participate as well. Students receive tutoring four days a week for 3 hours each day. The program runs through May 2018. During the program, students receive instruction supplemented with reading and math resources, access technology based programs, and participate in project based learning (Gardening/STEM) and enrichment activities that are designed to increase their phonemic awareness, phonics, fluency, vocabulary, comprehension, and problem solving skills. Providing the students additional intensive instruction will increase their academic performance and help them master grade level standards.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Davis-Wilson, Carletta, carletta.davis-wilson@ocps.net

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

Maxey Elementary will collect and analyze report card data, formative assessments, and iReady growth monitoring data to determine the effectiveness of the strategy and to determine if students are making sufficient academic progress.

Strategy: Weekend Program

Minutes added to school year: 2,700

Saturday School

Strategy Rationale

Students with reading and math deficiencies will receive intensive reading instruction two Saturdays per month for three hours each session. Providing the students additional intensive instruction will increase their academic performance and help them master grade level standards.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Ranson, Sharon, sharon.ranson@ocps.net

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

We will analyze math and reading common assessment data, iReady reading data, MTSS data, and the previous year's FSA data to determine if students have made sufficient academic progress.

Strategy: Summer Program

Minutes added to school year: 6,480

Title 1 Reading Summer Camp

Strategy Rationale

This program is designed to provide Kg - 2nd grade students reading below grade level with intensive reading instruction during the summer. Third grade students scoring a Level 1 on the ELA FSA attend the 3rd grade reading camp to receive the intensive reading instruction. Providing the students additional intensive instruction will increase their academic performance and help them master grade level standards and prepare them for the next school year.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

iReady data and the Grade 3 student portfolio data will be collected and analyzed to determine if the students have made sufficient progress and/or achieved the necessary score to be promoted to the next grade level.

Strategy: After School Program

Minutes added to school year: 5,400

Title 1 Academic Tutoring Services

Strategy Rationale

Students in third through fifth grade who are performing below grade level in reading and math receive intensive reading instruction for 1 hour 3 days a week. Providing the students additional intensive instruction will increase their academic performance, help them master grade level standards and foundational skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Ranson, Sharon, sharon.ranson@ocps.net

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

We will analyze iReady reading data, MTSS data, and reading and math common assessments to determine the effectiveness of the strategy and to determine if students have made sufficient academic progress.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

At Maxey Elementary School, all incoming Pre-K and Kindergarten students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, FLKRS will be used to assess basic academic skill development and academic school readiness of incoming students in Kindergarten. The Developmental Skills Checklist (DSC) will be used to determine students' print/letter knowledge and level of phonological awareness/processing. Data will be used to plan daily academic instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Assessment tools will be re-administered mid-year and at the end of the year in order to determine student learning growth and instructional needs. There are three Head Start classes at Maxey Elementary. Resource, PreK, and Kg Teachers will use their expertise to work with the Headstart program to prepare those students who will be entering PreK & Kg the following year. This will hopefully, improve Maxey Elementary's FLKRS scores. At the end of each school year, the guidance counselor coordinates the middle school visit for fifth grade students. During the visit, students are allowed to tour the buildings and get an overview of what the school day will look like in middle school. Students are encouraged to attend summer academic transition programs offered in feeder schools.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Maxey Elementary embeds organization and higher order thinking skills throughout instruction. Maxey Elementary participates in Teach-In, where guest speakers from different careers discuss their career and/or technical field with students in Kg-5th grade. Fifth grade students have a chance to tour the West Orlando Technical College and discuss career paths. The guidance counselor and school psychologist will conduct goal setting chats with students to teach the importance of setting goal and college and career readiness.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Instruction incorporates informational text to teach students about the community, world, and history to prepare students in the career and technical field.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

We ensure that all students leave with foundational skills that will lead to academic success in the future. Students are exposed to informational text across grade levels. Close reading and Smart 7 strategies are embedded throughout instruction.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will collaboratively plan for standards-based instruction, including the use of content specific complex texts and standards-aligned tasks measured through common assessments. (Division Priority #1: Accelerate Student Performance, Division Priority #2: Invest in Human Capital)

- G2.** To narrow the achievement gap through effective differentiated instruction and responsive implementation of the Multi-Tiered System of Support process. (Narrow Achievement Gaps).

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Teachers will collaboratively plan for standards-based instruction, including the use of content specific complex texts and standards-aligned tasks measured through common assessments. (Division Priority #1: Accelerate Student Performance, Division Priority #2: Invest in Human Capital) 1a

G098089

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
FSA Mathematics Achievement	61.0
FCAT 2.0 Science Proficiency	40.0

Targeted Barriers to Achieving the Goal 3

- Teachers have limited understanding on how to create common formative assessments.
- Teachers lack understanding of how to plan for rigorous standards-aligned tasks.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Test Item Specifications
- UNIFY Question Bank
- District Curriculum Resource Materials
- Instructional Coaches Support
- Florida Standards

Plan to Monitor Progress Toward G1. 8

Data meetings will be held monthly with grade level teams to analyze and review formative and district assessment data to determine progress toward achievement goals.

Person Responsible

Carletta Davis-Wilson

Schedule

Monthly, from 9/12/2017 to 5/30/2018

Evidence of Completion

Data meeting notes, progress monitoring data, lesson plans

G2. To narrow the achievement gap through effective differentiated instruction and responsive implementation of the Multi-Tiered System of Support process. (Narrow Achievement Gaps). 1a

G098090

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	40.0
FSA ELA Achievement	60.0
Effective+ Teachers (Performance Rating)	100.0
FSA Mathematics Achievement	60.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack understanding of how to implement the MTSS process with fidelity.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District MTSS Resources
- Instructional Coaches

Plan to Monitor Progress Toward G2. 8

The school-based leadership team will review lesson plans, district assessments, and MTSS data to determine the effectiveness of Tier 1, Tier 2, and Tier 3 instruction being implemented.

Person Responsible

Carletta Davis-Wilson

Schedule

Biweekly, from 9/7/2017 to 5/31/2018

Evidence of Completion

Weekly common planning meeting notes, data meeting notes, iObservation data, lesson plan documentation, district assessment data

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Teachers will collaboratively plan for standards-based instruction, including the use of content specific complex texts and standards-aligned tasks measured through common assessments. (Division Priority #1: Accelerate Student Performance, Division Priority #2: Invest in Human Capital) 1

G098089

G1.B1 Teachers have limited understanding on how to create common formative assessments. 2

B263845

G1.B1.S1 Instructional coaches will provide professional development on how to create standards-based assessments using UNIFY. 4

S279440

Strategy Rationale

With guidance and support of the coaches and administration, teams will learn how to utilize UNIFY to develop formative assessments that are aligned to the complexity of the standard.

Action Step 1 5

Instructional coaches will provide professional development on UNIFY.

Person Responsible

Tara Young

Schedule

Monthly, from 8/20/2017 to 5/31/2018

Evidence of Completion

Lesson plans will show strategic and appropriate planning of the Marzano Instructional Strategies. Teacher observed lessons will use the strategies appropriately while monitoring for the students to reach the desired effect of the strategy and increase student achievement. Student data will show an increase in achievement in core subjects.

Action Step 2 5

Teachers and administrative team will meet to analyze and disaggregate assessment data to drive instruction.

Person Responsible

Carletta Davis-Wilson

Schedule

Monthly, from 9/19/2017 to 5/31/2018

Evidence of Completion

Monthly data meeting discussions, iObservation data, and lesson plan documentation will display evidences of both staff and student growth.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

During weekly PLC meetings, coaches will facilitate building formative assessments using UNIFY.

Person Responsible

Carletta Davis-Wilson

Schedule

Weekly, from 9/12/2017 to 5/31/2018

Evidence of Completion

PLC meeting notes, common assessment, lesson plans, CWT's

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

The school-based leadership team will review common assessments to ensure they align to the standards being assessed.

Person Responsible

Carletta Davis-Wilson

Schedule

Weekly, from 9/12/2017 to 5/31/2018

Evidence of Completion

PLC notes, common assessments, lesson plans, CWT's

G1.B2 Teachers lack understanding of how to plan for rigorous standards-aligned tasks. **2**

 B263846

G1.B2.S1 Provide Professional Development on close reading strategies. **4**

 S279441

Strategy Rationale

During the professional development, teachers will learn effective methods for using and engaging students in close reading strategies.

Action Step 1 **5**

Teacher leader cohort will participate in District Professional Learning Community (DPLC).

Person Responsible

Carletta Davis-Wilson

Schedule

Quarterly, from 9/7/2017 to 5/30/2018

Evidence of Completion

PD notes, sign in sheets, handouts

Action Step 2 **5**

PLCs will implement the use of the Backward Design Model.

Person Responsible

Tara Young

Schedule

Biweekly, from 8/17/2017 to 5/31/2018

Evidence of Completion

PLC notes, lesson plans, formative assessments

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

DPLC team leader will facilitate professional development on planning for instruction using complex text.

Person Responsible

Carletta Davis-Wilson

Schedule

Monthly, from 9/8/2017 to 5/31/2018

Evidence of Completion

PD sign-in sheets, PowerPoint presentation, lesson plans, PLC notes

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Instructional coaches will facilitate how to incorporate the Backwards Design model in the planning process.

Person Responsible

Tara Young

Schedule

Biweekly, from 8/17/2017 to 5/31/2018

Evidence of Completion

PLC notes, lesson plans, common assessments

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

The school-based leadership team will review iObservation trend data, lesson plans, and student assessment data to monitor the use of complex text and standards-aligned tasks.

Person Responsible

Carletta Davis-Wilson

Schedule

Biweekly, from 9/12/2017 to 5/31/2018

Evidence of Completion

iObservation data, formative and district assessment data, lesson plans, PLC notes

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Instructional coaches will provide guidance and peer feedback through iObservation.

Person Responsible

Carletta Davis-Wilson

Schedule

Monthly, from 9/12/2017 to 5/31/2018

Evidence of Completion

iObservation data, PLC notes, coaches' notes/ logs

G2. To narrow the achievement gap through effective differentiated instruction and responsive implementation of the Multi-Tiered System of Support process. (Narrow Achievement Gaps). 1

G098090

G2.B1 Teachers lack understanding of how to implement the MTSS process with fidelity. 2

B263847

G2.B1.S2 Teachers will have monthly MTSS meetings facilitated by the MTSS coach. 4

S279444

Strategy Rationale

Monthly meetings are designed to provide teachers with support as they work to build their capacity of the MTSS process.

Action Step 1 5

Monthly meetings will be held with teachers to support them as they implement the MTSS process.

Person Responsible

Maria Saulsby

Schedule

Monthly, from 9/12/2017 to 5/31/2018

Evidence of Completion

MTSS meeting sign-in sheet, MTSS meeting minutes, handouts

Action Step 2 5

During common planning, instructional coaches will ensure that differentiated instruction is intentionally embedded to meet the needs of students.

Person Responsible

Sharon Ranson

Schedule

Weekly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Lesson plans, PLC/common planning notes, MTSS documentation

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

The MTSS coach will collect and review MTSS data and documentation.

Person Responsible

Maria Saulsby

Schedule

Monthly, from 9/7/2017 to 5/31/2018

Evidence of Completion

MTSS data, MTSS documentation, lessons plans, student work samples

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

The principal and school-based leadership team will analyze student MTSS data to determine student academic progress.

Person Responsible

Carletta Davis-Wilson

Schedule

On 5/31/2018

Evidence of Completion

MTSS data, meeting notes, progress monitoring data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M407359	Data meetings will be held monthly with grade level teams to analyze and review formative and...	Davis-Wilson, Carletta	9/12/2017	Data meeting notes, progress monitoring data, lesson plans	5/30/2018 monthly
G1.B2.S1.A1  A376609	Teacher leader cohort will participate in District Professional Learning Community (DPLC).	Davis-Wilson, Carletta	9/7/2017	PD notes, sign in sheets, handouts	5/30/2018 quarterly
G2.MA1  M407364	The school-based leadership team will review lesson plans, district assessments, and MTSS data to...	Davis-Wilson, Carletta	9/7/2017	Weekly common planning meeting notes, data meeting notes, iObservation data, lesson plan documentation, district assessment data	5/31/2018 biweekly
G1.B1.S1.MA1  M407351	The school-based leadership team will review common assessments to ensure they align to the...	Davis-Wilson, Carletta	9/12/2017	PLC notes, common assessments, lesson plans, CWT's	5/31/2018 weekly
G1.B1.S1.MA1  M407352	During weekly PLC meetings, coaches will facilitate building formative assessments using UNIFY.	Davis-Wilson, Carletta	9/12/2017	PLC meeting notes, common assessment, lesson plans, CWT's	5/31/2018 weekly
G1.B1.S1.A1  A376607	Instructional coaches will provide professional development on UNIFY.	Young, Tara	8/20/2017	Lesson plans will show strategic and appropriate planning of the Marzano Instructional Strategies. Teacher observed lessons will use the strategies appropriately while monitoring for the students to reach the desired effect of the strategy and increase student achievement. Student data will show an increase in achievement in core subjects.	5/31/2018 monthly
G1.B1.S1.A2  A376608	Teachers and administrative team will meet to analyze and disaggregate assessment data to drive...	Davis-Wilson, Carletta	9/19/2017	Monthly data meeting discussions, iObservation data, and lesson plan documentation will display evidences of both staff and student growth.	5/31/2018 monthly
G1.B2.S1.MA1  M407353	The school-based leadership team will review iObservation trend data, lesson plans, and student...	Davis-Wilson, Carletta	9/12/2017	iObservation data, formative and district assessment data, lesson plans, PLC notes	5/31/2018 biweekly
G1.B2.S1.MA4  M407354	Instructional coaches will provide guidance and peer feedback through iObservation.	Davis-Wilson, Carletta	9/12/2017	iObservation data, PLC notes, coaches' notes/ logs	5/31/2018 monthly
G1.B2.S1.MA1  M407355	DPLC team leader will facilitate professional development on planning for instruction using complex...	Davis-Wilson, Carletta	9/8/2017	PD sign-in sheets, PowerPoint presentation, lesson plans, PLC notes	5/31/2018 monthly
G1.B2.S1.MA3  M407356	Instructional coaches will facilitate how to incorporate the Backwards Design model in the planning...	Young, Tara	8/17/2017	PLC notes, lesson plans, common assessments	5/31/2018 biweekly
G1.B2.S1.A2  A376610	PLCs will implement the use of the Backward Design Model.	Young, Tara	8/17/2017	PLC notes, lesson plans, formative assessments	5/31/2018 biweekly
G2.B1.S2.MA1  M407362	The principal and school-based leadership team will analyze student MTSS data to determine student...	Davis-Wilson, Carletta	9/7/2017	MTSS data, meeting notes, progress monitoring data	5/31/2018 one-time
G2.B1.S2.MA1  M407363	The MTSS coach will collect and review MTSS data and documentation.	Saulsby, Maria	9/7/2017	MTSS data, MTSS documentation, lessons plans, student work samples	5/31/2018 monthly
G2.B1.S2.A1  A376618	Monthly meetings will be held with teachers to support them as they implement the MTSS process.	Saulsby, Maria	9/12/2017	MTSS meeting sign-in sheet, MTSS meeting minutes, handouts	5/31/2018 monthly
G2.B1.S2.A2  A376619	During common planning, instructional coaches will ensure that differentiated instruction is...	Ranson, Sharon	9/5/2017	Lesson plans, PLC/common planning notes, MTSS documentation	5/31/2018 weekly

V. Professional Development Opportunities

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

G1. Teachers will collaboratively plan for standards-based instruction, including the use of content specific complex texts and standards-aligned tasks measured through common assessments. (Division Priority #1: Accelerate Student Performance, Division Priority #2: Invest in Human Capital)

G1.B2 Teachers lack understanding of how to plan for rigorous standards-aligned tasks.

G1.B2.S1 Provide Professional Development on close reading strategies.

PD Opportunity 1

Teacher leader cohort will participate in District Professional Learning Community (DPLC).

Facilitator

Instructional coaches and teacher leaders

Participants

All instructional staff

Schedule

Quarterly, from 9/7/2017 to 5/30/2018

PD Opportunity 2

PLCs will implement the use of the Backward Design Model.

Facilitator

Instructional coaches

Participants

All instructional staff

Schedule

Biweekly, from 8/17/2017 to 5/31/2018

G2. To narrow the achievement gap through effective differentiated instruction and responsive implementation of the Multi-Tiered System of Support process. (Narrow Achievement Gaps).

G2.B1 Teachers lack understanding of how to implement the MTSS process with fidelity.

G2.B1.S2 Teachers will have monthly MTSS meetings facilitated by the MTSS coach.

PD Opportunity 1

Monthly meetings will be held with teachers to support them as they implement the MTSS process.

Facilitator

MTSS Coach

Participants

All instructional staff

Schedule

Monthly, from 9/12/2017 to 5/31/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Instructional coaches will provide professional development on UNIFY.				\$0.00
2	G1.B1.S1.A2	Teachers and administrative team will meet to analyze and disaggregate assessment data to drive instruction.				\$0.00
3	G1.B2.S1.A1	Teacher leader cohort will participate in District Professional Learning Community (DPLC).				\$0.00
4	G1.B2.S1.A2	PLCs will implement the use of the Backward Design Model.				\$540.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	1321 - Maxey Elementary	School Improvement Funds		\$540.00
5	G2.B1.S2.A1	Monthly meetings will be held with teachers to support them as they implement the MTSS process.				\$0.00
6	G2.B1.S2.A2	During common planning, instructional coaches will ensure that differentiated instruction is intentionally embedded to meet the needs of students.				\$0.00
					Total:	\$540.00