

William S Maxey Elementary

1100 E MAPLE ST, Winter Garden, FL 34787

[no web address on file]

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

100%

Alternative/ESE Center

No

Charter School

No

Minority

90%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	C	B	A

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

Our school climate survey and home language survey will help provide a snapshot of our students' cultural needs. Our teachers continuously monitor students in order for them to be aware of any difficulties a student is having. Understanding the child's problem, fear, or confusion will give the teacher a better understanding of the child's learning difficulties. Our teachers understand the value of each student's sense of belonging, which can be of greater value and build self worth for minority students. When the teacher demonstrates an understanding of a student's culture, it provides a better understanding between the teacher and student. Teachers establish a positive relationship with their students by communicating with them and providing feedback. The communication between the student and the teacher serves as a connection between the two, providing a better classroom environment. Having established a positive relationship with students, teachers encourage students to seek education and be enthusiastic learners. We hold high expectations for all students and provide opportunities for authentic learning and assessment by developing thinking skills for life.

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. The components we use to develop a safe and positive educational environment are having positive teacher-student relationships, a nurturing atmosphere, clear and consistent expectations for behavior, consistent routines, an appropriate amount of structure for specific situations and needs, and a proactive approach to problem solving. Our school is attractive, comfortable and well-kept so our students feel that the school is a place that they are worth the effort. A staff member greets every student coming into the front doors of our school. From there, they enter into the cafeteria where other staff members are there with a cheery greeting and warm smile. Our staff members make sure they are present at all times when students are on campus. The rooms are arranged so that the teacher can monitor all students at the same time. Teachers also promote a safe and engaging classroom climate by arranging classrooms in a way that maximizes interaction; ideally, students are seated in a circle or horseshoe shape that maximizes the amount of eye contact students have with each other. This arrangement encourages participation in whole class discussions. The teacher may bring students into discussions indirectly- using prompts, eye contact, and statements such as, "Let's hear from the back (or second) row," or "Let's hear from some people who haven't been talking." Teachers are clear about the distinctions between grades, teacher expectations of students, and class norms.

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

Teacher teacher and reinforce the school-wide expectations. All staff members and students go through a Code of Student Conduct PowerPoint training during the first week of school; it is repeated each nine weeks. The Leadership Team has established clear protocols for students needing disciplinary action. A tiered system helps teachers determine the interventions necessary to deescalate situations that may arise. Members of our Exceptional Education (ESE) Team use Crisis Prevention Intervention (CPI), if needed, to ensure the safety of students.

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

We refer students and families to SedNet approved agencies for counseling. The school social worker provides support groups for students in emotional growth. A school nurse connects families to outside agencies to provide them with medical assistance that support continuous academic success.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Early Warning Signs include:

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

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

Admin Team meets bi-weekly to keep track on students who are failing in ELA and Mathematics. A plan is prepared to include resource teachers to give extra one-on-one assistance.

Students who score a Level 1 have a tutor who was hired to give reinforcement in ELA and Mathematics for grades 3-5.

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

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Attendance below 90 percent	3	3	4	4	4	18
One or more suspensions	6	1	8	5	6	26
Course failure in ELA or Math	0	2	5	4	17	28
Level 1 on statewide assessment	0	0	18	11	15	44

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	7	5	14	26

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

The MTSS leadership team meets frequently to develop progress monitoring and interventions of students. A variety of intervention strategies will be used to improve the academic performance of students identified by the early warning system. In order to support attendance, students have the opportunity to be recognized with perfect attendance each nine weeks at the Wildcat Awards. In order to support behavior and minimize suspensions, Maxey has adopted the Positive Behavior System as a school wide behavior program. We have also implemented the "RARE Achiever (Respect, Attitude, Responsible and Effort), " program. In this program, students have the opportunity to be recognized for their actions at at the Wildcat Awards. Finally, we will implement We Expect Positive Behavior (WEBB) as another intervention strategy to support student behavior. Our staff will be trained on the Marzano Instructional Framework and will be expected to use elements of the framework in every lesson. We have purchased the Lexia computer program that will be used as a supplement to our core reading instruction.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/203845>.

Description

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

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 PLC meetings, such as Curriculum Nights, Open House, Conference Night, Muffins for Mom, Donuts for Dads, and Meet the Teacher. Monthly newsletters are sent to families to share information about upcoming events. Our Partner in Education (PIE) program is the springboard to build and sustain partnerships with the local community. Through these partnerships, Maxey 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 efforts to keep hunger from having an impact on learning at Maxey. The pantry is restocked monthly and the school nurse assists teachers in identifying and providing families with food.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Sims, Jeraldine	Principal
Lohse, Deborah	Instructional Coach
Steele, Claire	Instructional Coach
Spooney, Danielle	Instructional Coach
Ranson, Sharon	Instructional Coach
Hoffmeyer, Jackie	Other

Duties

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

Principal, Jeraldine Sims: Provides a common vision for the use of data-based decision-making, ensures that the school based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

MTSS Coach, Claire Steele: Attended required MTSS training to ensure that the school meets the district qualifiers for MTSS. Schedules and facilitates MTSS team meetings and provides training for staff members to implement and monitor the MTSS process. Also assists teachers in plotting data and graphing information regarding curriculum and discipline.

Curriculum Resource Teacher, Deborah Lohse: Provides additional guidance on K-5 reading and curriculum plans; responsible for the collection and analysis of data reports, facilitates and supports data collection activities and assessments; assist in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; and supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans. Title I facilitator and intervention coordinator.

Academic Coach, Sharon Ranson: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. Conducts and prepares all testing materials for all students. Assists with writing coaching for grades 4-5.

Reading Coach, Danielle Spooney and Math Coach, Claire Steele: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans. and provides support for assessment and implementation monitoring.

Staffing Specialist/ESE, Jackie Hoffmeyer: Participates in collection, interpretation, and analysis of data; facilitates implementation of intervention plans. Provides professional development and technical assistance for problem-solving activities. Assists with whole school screening programs that provide early intervention services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans and provides support for assessment and implementation monitoring. Participates in student data collection, integrates core instructional

activities/materials into Tier 3 instruction, and collaborates with general education teachers through activities such as co-teaching.

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 MTSS 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 MTSS Leadership Team will meet monthly, placing a focus on core curricula areas including methods of instruction, school-based curriculum, and the classroom setting, resulting in steady, sustainable student progress. The team will focus on disaggregation of data, differentiated instruction through small groups, instructional focus calendars, instructional pacing and intervention. Members of the school-based MTSS Leadership Team will collaborate with grade levels to assess the progress of identified students in the MTSS process or students who are currently receiving interventions. During meetings, student data is disaggregated, recognizing trends in relationship to interventions. The team will also evaluate the effectiveness of implemented interventions to determine continuous implementation or adaptations. The school will monitor lesson plans and provide additional support in the classroom with identified students. The principal will ensure the collection of data reports and instructional plans. The Curriculum Resource Teacher is 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 Reading and Math Coaches will provide best practices and instructional strategies to teachers. The coaches will also monitor data specific to their curriculum focus, as well as model effective strategies in their content areas. The Compliance Teacher will 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 successful. Head Start classes are invited to visit PreK in the spring to make an easier transition to PreK.
3. Maxey will include PreK 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 fourth grade students attend summer enrichment that reinforces reading & mathematics strategies. 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
7. Title III funds are used for educational services, resources, and ELL support to improve education

of immigrant and ELL learners. Services are provided through the district for educational materials and English Language Learners (ELL). 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 is also compliant with the state statute PE requirement of 150 minutes per week. A nutrition grant also provides students with a healthy snack three days per week.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Jeraldine Sims	Principal
Kay Bastian	Parent
Yanitza Reyes	Parent
Deborah Lohse	Teacher
Alan Kilpatrick	Business/Community
Marie Evans	Parent
Virginia Fikes	Parent
Kelly Wilson	Business/Community
Xuan-Thinh Nguyen	Parent
Jerri Boothe	Parent
Alissa Beier	Parent
Khadija Chipi	Parent
Alexandria Danvers	Parent
Sharon Ranson	Teacher
Debbie Heflin	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

The SAC meets on a monthly basis to review the 2013-2014 School Improvement Plan and Parental Involvement Plan. During the last SAC meeting in May 2014, the SIP, in conjunction with 2014 FCAT results, were reviewed to determine the effectiveness of the year's goals.

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 Connect Orange. The meeting dates and times are posted on the school marquee. 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 work collaboratively with the leadership team to develop the 2014-15 School Improvement Plan.

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 2014-2015 school year was shared with the SAC and input was collected. During the September 2014 meeting, updated budget information was shared and the SAC made recommendations regarding expenditures for instructional materials.

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

Last year, school improvement funds totaling \$1374 were saved and rolled into the 2014-15 budget to upgrade technology within the school.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Sims, Jeraldine	Principal
Lohse, Deborah	Instructional Coach
Spooney, Danielle	Instructional Coach
Ranson, Sharon	Instructional Coach
Steele, Claire	Instructional Coach
Hoffmeyer, Jackie	Other

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT this year are to continue the implementation of core instructional materials with fidelity, teaching the standards, text complexity, integrating writing, pacing, intervention for struggling students, and coaching teachers. The LLT will also focus on inquiry and high order thinking questions. To encourage and support daily reading, students participate in the Accelerated Reader program, earning incentives for achievement. The Three R Night w/Science incorporates all

content areas into a program for students and parents to participate in fun learning activities that support standards based learning.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

A variety of strategies are used to encourage positive working relationships between teachers at Maxey Elementary. Grade level teams meet twice a week , once for common planning and the other for PLC meetings to focus on a specific, instructional strategy during the Deliberate Practice process.They work together to practice and refine this instructional strategy. This common planning time is provided across grade level to ensure collaboration with all instructional staff. A facilitator attends and supports the PLC's. The principal meets bi-weekly with grade level teams to discuss data and to plan for instruction using their data. Staff meetings are held monthly, and professional development activities are held on Wednesdays. Maxey supports new teachers through the Mentor program. New teachers receive support from a veteran teacher through this program.

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

Hire Highly qualified candidates that demonstrate 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 utilize the district's Curriculum Guides based on NGSSS Science and Common Core Standards ELA & Math for K-5 grade levels and cross curricular professional learning communities. (principal)

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

Instructional coach works closely with all teachers. We have one teacher in her second year of teaching. Her mentor is a highly effective teacher with 30 years teaching experience and working on same grade level as beginning teacher. Activities include: monthly meetings, observation & co-teaching opportunities, sharing and counseling, follow-up and reflection sessions with mentor and instructional coach.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The 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 expected to utilize the standards-based resources during daily instruction.

Instructional Strategies

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

Maxey uses a data-driven approach to differentiated instruction in order to meet the diverse needs of all students. During the first weeks of school, all students are given baseline assessments in Reading, Math, Writing, and Science. The data provided from these assessments will be used to differentiate instruction. After the initial assessment, teachers will give weekly formative assessments to track students' growth based on specific standards-based learning targets. In addition, summative assessments will be given at the end of each unit to track students' achievement relative to the standards-based learning goal. Small 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 advanced instruction in small groups.

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: 8,500

Maxey Elementary is working with 2nd grade through fifth grade for after school tutoring to assist the students who are Tier 11 & Tier III with developmental strategies and also, provide an enrichment class with students to increase. The students will be tutored three days each week for 1.5 hours a day. This program will run through March 2015. We are using a program called Lexia and also, using engaging books and lessons offering instruction and practice in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Strategy Rationale

We will be providing our struggling readers, English language learners, students with disabilities an intense focus with reading skills they are lacking using small groups and/or one-to-one instruction. There will also be a gifted class for our high flyers to work on creative projects to extend their critical thinking.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Sims, Jeraldine, jeraldine.sims@ocps.net

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

Maxey tests all students with the PASTICORE assessment to see where they were in developing skills. This gave us the data we needed to use for determining the students needing after-school tutoring. We will access and change as needed throughout the after-school program using our data from Lexia Reports and mini-assessments.

Strategy: Extended School Day

Minutes added to school year: 7,200

Students meet Tuesday and Thursday with gifted Teacher for "Talented and Gifted Group".

Strategy Rationale

This is an after school enrichment class for those students who are excelling in academics. Students will work on projects to bring their creativity and assist them to excel further.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Sims, Jeraldine, jeraldine.sims@ocps.net

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

Benchmark data, Lexia, Core ELA & Math assessments, Progress Reports & Report Cards.

Strategy: After School Program

Minutes added to school year: 4,800

After school Science Club & Morning Recycling Club

Strategy Rationale

Students in the morning Recycling Club, learn about the environment and what we need to do to protect it. They are direct instruction and hands-on application with finding recycling materials around the school. The afternoon Science Club introduces students to the fun of science through hands-on interactive experiments, adventures, and entertainment.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Lohse, Deborah, deborah.lohse@ocps.net

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

A data sheet is being used as to what and where students find recyclables. We will be looking at Benchmark Science Test, Report cards and progress report Grades for the effectiveness of the Science Club.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

At Maxey Elementary School, all incoming Pre- K and Kindergarten students are assessed prior to or upon entering Pre-K or kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All 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. In addition to academic/school readiness assessments, all incoming Pre- K & kindergarten students will be assessed in the area of social/emotional development. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. They use the DLM (Developmental Learning Material) curriculum for reading and math, so it is an easy transition for them to move to Journey's reading series in kindergarten. Core Pre-Kg & kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes using the Character Education Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior. Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs. These students make the transition to kindergarten smoother than any other students we have enrolled at the school. There are three

Headstart classes at Maxey Elementary. Resource, PreK, and Kg Teachers will be using their expertise to work with the Heartstart program to prepare those students who will be entering PreK & Kg the following year. This will hopefully, improve Maxey's FLKRS' scores. Fifth grade students visit the two middle schools that Maxey Elementary feeds into. Students are allowed to tour the buildings and get an overview of what the school day will look like in middle school.

College and Career Readiness

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

Maxey Elementary will be embedding organization and higher order thinking skills/strategies throughout instruction. Maxey Elementary implements Teach-In where guest speakers from different careers come in and talk with classes about their career and/or technical field.

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

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

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 foundation skills that will lead to academic success in the future.

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

Students are exposed to non-fictional text across grade levels. Close reading and smart 7 strategies are embedded throughout instruction.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Student achievement will increase with the implementation of the MTSS process.

- G2.** Teachers will improve the use of data based decision making to plan and deliver rigorous lessons, using the Florida Standards and the Instructional Framework to increase student achievement.

Strategic Goals Detail

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

G1. Student achievement will increase with the implementation of the MTSS process. 1a

G040335

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	74.0
ELA/Reading Lowest 25% Gains	57.0
FCAT 2.0 Science Proficiency	48.0
Math Lowest 25% Gains	71.0
ELA/Reading Gains	65.0

Resources Available to Support the Goal 2

- Lexia, Benchmark data, Core & Pass testing, progress monitoring graphs, MTSS Team, and Leadership Team

Targeted Barriers to Achieving the Goal 3

- There is need for a school-wide understanding of progress monitoring, analyzing, and disaggregating data to drive instruction.
- Teachers have an unclear understanding of the problem solving model.

Plan to Monitor Progress Toward G1. 8

Analyze data to determine effectiveness of MTSS implementation towards student achievement.

Person Responsible

Jeraldine Sims

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Bi-weekly data meetings, iObservaton data from coaching walk throughs, informal, and formal observations; lesson plan documentation, and Lexia data will display evidences of both staff and student growth. Data chats using the MTSS problem solving process.

G2. Teachers will improve the use of data based decision making to plan and deliver rigorous lessons, using the Florida Standards and the Instructional Framework to increase student achievement. 1a

G040334

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	74.0
FCAT 2.0 Science Proficiency	48.0
Effective+ Teachers (Performance Rating)	100.0
Math Lowest 25% Gains	71.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	57.0

Resources Available to Support the Goal 2

- Successfully implement with fidelity the Reading (Journey's) and Math (Go Math) core program. Language Arts Florida Standards, Mathematics Florida Standards, Next Generation Sunshine State Science Standards, FSA Test Items Specifications, IMS, Webb's Depth of Knowledge, Marzano Instructional Framework, Progress Monitoring Assessments, and MTSS
- Core Connections
- I Observation

Targeted Barriers to Achieving the Goal 3

- Teachers lack of understanding on how to effectively apply relevant student data to their instruction.
- Teachers have limited understanding on how to strategically plan rigorous lessons and implement research based instructional strategies using the Marzano Framework as a guide.

Plan to Monitor Progress Toward G2. 8

iObservation Data, lesson plans, and progress reports/report cards, and Performance Matters data

Person Responsible

Deborah Lohse

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Weekly PLC/common planning meetings, bi-weekly data meetings, iObservation data, lesson plan documentation, informal and formal observations will display evidences of both staff and student growth. Performance Matters data will be analyzed and used to guide next steps.

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. Student achievement will increase with the implementation of the MTSS process. **1**

 G040335

G1.B1 There is need for a school-wide understanding of progress monitoring, analyzing, and disaggregating data to drive instruction. **2**

 B127988

G1.B1.S1 Leadership Team members will provide grade level support during PLC and common planning for teachers to strategically plan to utilize the research-based instructional strategies. **4**

 S140121

Strategy Rationale

Teachers will understand the importance and process of planning to use research-based instructional strategies to increase student achievement.

Action Step 1 **5**

Leadership members will attend PLC and common planning meetings to ensure teachers are strategically and appropriately planning strategies from the Marzano Instructional Framework.

Person Responsible

Danielle Spooney

Schedule

Weekly, from 8/18/2014 to 6/3/2015

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.

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

Leadership team members will attend PLC and common planning meetings to ensure teachers are planning with the Marzano strategies. The leadership team will schedule meetings to discuss the fidelity of implementation on each grade level. Leadership team members will rotate weekly walk throughs to monitor instruction and lesson plans.

Person Responsible

Jeraldine Sims

Schedule

On 6/3/2015

Evidence of Completion

Teacher lesson plans and instruction will show appropriate and strategic planning for the use of the Marzano elements and strategies.

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

Walk through observations, informal observations, and formal observations will be scheduled.

Person Responsible

Jeraldine Sims

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

iObservaton data from coaching walk throughs, informal, and formal observations; and lesson plan documentation will display evidences of both staff and student growth.

G1.B3 Teachers have an unclear understanding of the problem solving model. 2

 B130259

G1.B3.S1 Professional development on the problem solving model and the MTSS process to track student data. 4

 S142281

Strategy Rationale

The MTSS process for tracking student data needed for student achievement is not embedded throughout grade levels.

Action Step 1 5

Provide professional development on the problem solving model, the MTSS plan, and tracking student data.

Person Responsible

Deborah Lohse

Schedule

On 10/1/2014

Evidence of Completion

MTSS plan, sign in sheets of the professional development, MTSS meeting notes and data chats, PLC notes with student data

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Conduct MTSS meetings, PLC data chats, observe intervention time and lesson plans for intervention

Person Responsible

Jeraldine Sims

Schedule

Weekly, from 10/6/2014 to 5/29/2015

Evidence of Completion

MTSS team notes, progress monitoring the intervention block, lesson plan feedback

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Analyze progress monitoring data, Performance Matters data

Person Responsible

Jeraldine Sims

Schedule

Monthly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Mastery of targeted skills indicated in MTSS data notebooks, I observation data and feedback, lesson plan feedback

G2. Teachers will improve the use of data based decision making to plan and deliver rigorous lessons, using the Florida Standards and the Instructional Framework to increase student achievement. 1

 G040334

G2.B2 Teachers lack of understanding on how to effectively apply relevant student data to their instruction. 2

 B127728

G2.B2.S1 The grade facilitators will meet weekly with PLC/common planning teams to support the teams in developing rigorous instructional plans based on standards and current student data. 4

 S140123

Strategy Rationale

With the guidance and support of the coaches and administration, teams will learn how to develop rigorous standards-based and data-driven instruction.

Action Step 1 5

PLC meetings will be held on Thursdays, and Common Planning meetings will be held on Tuesday of each week with the Reading & Math Coach, and grade facilitator. Leadership team will provide guidance with LG and scales to ensure rigor is embedded throughout the delivery.

Person Responsible

Deborah Lohse

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Lesson plans and classroom observations will show common planning and collaboration on standards based instruction and relevant student data.

Action Step 2 5

Data meetings will be held Bi-weekly, on Tuesdays or Thursdays, with the principal, leadership team, and grade level teachers to review student data. Data based decision making will guide instructional delivery.

Person Responsible

Jeraldine Sims

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Bi-weekly data meeting discussions, iObservaton data, and lesson plan documentation will display evidences of both staff and student growth.

Action Step 3 5

Professional development will be provided for teachers on using data to plan for instruction.

Person Responsible

Deborah Lohse

Schedule

Monthly, from 8/19/2013 to 6/3/2015

Evidence of Completion

Exit Slips, Weekly PLC meeting discussions, iObservaton data, and lesson plan documentation will display evidences of both staff and student growth.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

iObservation Data, Benchmark Data, Lexia, lesson plans, and progress reports/report cards.

Person Responsible

Deborah Lohse

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Weekly PLC/common planning meetings, bi-weekly data meetings, benchmark data, Lexia, iObservaton data, and lesson plan documentation will display evidences of both staff and student growth.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

iObservation Data, Benchmark Data, Lexia, lesson plans, and progress reports/report cards.

Person Responsible

Jeraldine Sims

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Weekly PLC/common planning meetings, bi-weekly data meetings, Benchmark data, Lexia, iObservation data, and lesson plan documentation will display evidences of both staff and student growth.

G2.B3 Teachers have limited understanding on how to strategically plan rigorous lessons and implement research based instructional strategies using the Marzano Framework as a guide. 2

 B130252

G2.B3.S1 Professional development on the Marzano Framework and how to use this framework to guide their instruction during common planning. 4

 S142275

Strategy Rationale

The data indicates the need for additional training on how to use the Framework as a guide.

Action Step 1 5

The leadership team will provide professional development on the Marzano Framework and model to teachers on how to use this as a guide during common planning.

Person Responsible

Deborah Lohse

Schedule

Quarterly, from 8/27/2014 to 5/29/2015

Evidence of Completion

Observation data and feedback, common planning notes, professional development agenda and exit slips.

Action Step 2 5

The leadership team will provide opportunities to teachers through the coaching cycle using the Marzano Instructional Framework.

Person Responsible

Danielle Spooner

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

I observation data, coaching cycle, performance matters data

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

I observation data/feedback to teachers, lesson plans, common planning/PLC notes

Person Responsible

Jeraldine Sims

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

I observation data and feedback, lesson plans, Performance Matters data, mini assessment data

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

I observation data/feedback, Classroom observations will be conducted throughout the school year to determine if teachers are incorporating the Marzano Framework as a guide.

Person Responsible

Jeraldine Sims

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

I observation data, lesson plans, Performance Matters data

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Leadership members will attend PLC and common planning meetings to ensure teachers are strategically and appropriately planning strategies from the Marzano Instructional Framework.	Spooney, Danielle	8/18/2014	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.	6/3/2015 weekly
G2.B2.S1.A1	PLC meetings will be held on Thursdays, and Common Planning meetings will be held on Tuesday of each week with the Reading & Math Coach, and grade facilitator. Leadership team will provide guidance with LG and scales to ensure rigor is embedded throughout the delivery.	Lohse, Deborah	8/18/2014	Lesson plans and classroom observations will show common planning and collaboration on standards based instruction and relevant student data.	6/3/2015 weekly
G2.B3.S1.A1	The leadership team will provide professional development on the Marzano Framework and model to teachers on how to use this as a guide during common planning.	Lohse, Deborah	8/27/2014	1 observation data and feedback, common planning notes, professional development agenda and exit slips.	5/29/2015 quarterly
G1.B3.S1.A1	Provide professional development on the problem solving model, the MTSS plan, and tracking student data.	Lohse, Deborah	10/1/2014	MTSS plan, sign in sheets of the professional development, MTSS meeting notes and data chats, PLC notes with student data	10/1/2014 one-time
G2.B2.S1.A2	Data meetings will be held Bi-weekly, on Tuesdays or Thursdays, with the principal, leadership team, and grade level teachers to review student data. Data based decision making will guide instructional delivery.	Sims, Jeraldine	8/18/2014	Bi-weekly data meeting discussions, iObservation data, and lesson plan documentation will display evidences of both staff and student growth.	6/3/2015 biweekly
G2.B3.S1.A2	The leadership team will provide opportunities to teachers through the coaching cycle using the Marzano Instructional Framework.	Spooney, Danielle	8/18/2014	1 observation data, coaching cycle, performance matters data	5/29/2015 weekly
G2.B2.S1.A3	Professional development will be provided for teachers on using data to plan for instruction.	Lohse, Deborah	8/19/2013	Exit Slips, Weekly PLC meeting discussions, iObservation data, and lesson plan documentation will display evidences of both staff and student growth.	6/3/2015 monthly
G1.MA1	Analyze data to determine effectiveness of MTSS implementation towards student achievement.	Sims, Jeraldine	8/18/2014	Bi-weekly data meetings, iObservation data from coaching walk throughs, informal, and formal observations; lesson plan documentation, and Lexia data will display evidences of both staff and student growth. Data chats using the MTSS problem solving process.	5/29/2015 biweekly
G1.B1.S1.MA1	Walk through observations, informal observations, and formal observations will be scheduled.	Sims, Jeraldine	8/18/2014	iObservation data from coaching walk throughs, informal, and formal observations; and lesson plan documentation will display evidences of both staff and student growth.	6/3/2015 weekly
G1.B1.S1.MA1	Leadership team members will attend PLC and common planning meetings to ensure teachers are planning with the Marzano strategies. The leadership team will schedule meetings to discuss the fidelity of implementation on each grade level. Leadership team members will rotate weekly walk throughs to monitor instruction and lesson plans.	Sims, Jeraldine	8/18/2014	Teacher lesson plans and instruction will show appropriate and strategic planning for the use of the Marzano elements and strategies.	6/3/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.MA1	Analyze progress monitoring data, Performance Matters data	Sims, Jeraldine	10/6/2014	Mastery of targeted skills indicated in MTSS data notebooks, I observation data and feedback, lesson plan feedback	5/29/2015 monthly
G1.B3.S1.MA1	Conduct MTSS meetings, PLC data chats, observe intervention time and lesson plans for intervention	Sims, Jeraldine	10/6/2014	MTSS team notes, progress monitoring the intervention block, lesson plan feedback	5/29/2015 weekly
G2.MA1	iObservation Data, lesson plans, and progress reports/report cards, and Performance Matters data	Lohse, Deborah	8/18/2014	Weekly PLC/common planning meetings, bi-weekly data meetings, iObservation data, lesson plan documentation, informal and formal observations will display evidences of both staff and student growth. Performance Matters data will be analyzed and used to guide next steps.	5/29/2015 biweekly
G2.B2.S1.MA1	iObservation Data, Benchmark Data, Lexia, lesson plans, and progress reports/report cards.	Sims, Jeraldine	8/18/2014	Weekly PLC/common planning meetings, bi-weekly data meetings, Benchmark data, Lexia, iObservation data, and lesson plan documentation will display evidences of both staff and student growth.	6/3/2015 weekly
G2.B2.S1.MA1	iObservation Data, Benchmark Data, Lexia, lesson plans, and progress reports/report cards.	Lohse, Deborah	8/18/2014	Weekly PLC/common planning meetings, bi-weekly data meetings, benchmark data, Lexia, iObservation data, and lesson plan documentation will display evidences of both staff and student growth.	6/3/2015 weekly
G2.B3.S1.MA1	I observation data/feedback, Classroom observations will be conducted throughout the school year to determine if teachers are incorporating the Marzano Framework as a guide.	Sims, Jeraldine	8/18/2014	I observation data, lesson plans, Performance Matters data	5/29/2015 weekly
G2.B3.S1.MA1	I observation data/feedback to teachers, lesson plans, common planning/PLC notes	Sims, Jeraldine	8/18/2014	I observation data and feedback, lesson plans, Performance Matters data, mini assessment data	5/29/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Student achievement will increase with the implementation of the MTSS process.

G1.B3 Teachers have an unclear understanding of the problem solving model.

G1.B3.S1 Professional development on the problem solving model and the MTSS process to track student data.

PD Opportunity 1

Provide professional development on the problem solving model, the MTSS plan, and tracking student data.

Facilitator

MAO office and MTSS school coach

Participants

All instructional staff

Schedule

On 10/1/2014

G2. Teachers will improve the use of data based decision making to plan and deliver rigorous lessons, using the Florida Standards and the Instructional Framework to increase student achievement.

G2.B2 Teachers lack of understanding on how to effectively apply relevant student data to their instruction.

G2.B2.S1 The grade facilitators will meet weekly with PLC/common planning teams to support the teams in developing rigorous instructional plans based on standards and current student data.

PD Opportunity 1

Professional development will be provided for teachers on using data to plan for instruction.

Facilitator

Resource Teachers

Participants

All Instructional staff

Schedule

Monthly, from 8/19/2013 to 6/3/2015

G2.B3 Teachers have limited understanding on how to strategically plan rigorous lessons and implement research based instructional strategies using the Marzano Framework as a guide.

G2.B3.S1 Professional development on the Marzano Framework and how to use this framework to guide their instruction during common planning.

PD Opportunity 1

The leadership team will provide professional development on the Marzano Framework and model to teachers on how to use this as a guide during common planning.

Facilitator

Instructional coaches

Participants

All instructional staff

Schedule

Quarterly, from 8/27/2014 to 5/29/2015