

# William S Maxey Elementary



2015-16 School Improvement Plan

## 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 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.

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>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>21</b>
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	24
<b>Appendix 1: Implementation Timeline</b>	<b>29</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>30</b>
Professional Development Opportunities	31
Technical Assistance Items	34
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## 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, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
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. When the teacher demonstrates an understanding of a student's culture, it provides a better understanding between the teacher and student. 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. Our teachers engage in informal conversations with students that are not related to academics to learn their interests. The teachers are able to use students' interests and backgrounds to produce a climate of acceptance and community. During lessons, students are provided opportunities to talk about themselves and explain how content relates to their personal interests. Positive relationships between teachers and students are also fostered through the feedback and two-way communication. 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 real world applications.

##### 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 dedicated and designed for their well being. 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 organize the physical layout of the classroom to facilitate movement and support learning. The physical layouts of the classrooms are designed to support long-term projects by individual students and/or groups of students. Teachers are consistent with enforcing rules and consequences. Classroom norms are created through teacher and student collaboration.

**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**

All staff members and students receive 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 the area of emotional growth. A school nurse connects families to outside agencies to provide them with medical assistance that supports 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 are performing below grade level have a tutor who was hired to give reinforcement in ELA and Mathematics for grades 2-4.

**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
	K	1	2	3	4	5	
Attendance below 90 percent	2	2	2	4	3	6	19
One or more suspensions	0	3	3	2	3	0	11
Course failure in ELA or Math	12	5	12	13	10	12	64
Level 1 on statewide assessment	0	0	0	0	0	0	

***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	
Students exhibiting two or more indicators	2	2	1	3	2	1	11

## **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 Better Behavior" (WEBB) as another intervention strategy to support student behavior. Our staff 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 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:**

Name	Title
Sims, Jeraldine	Principal
Steele, Claire	Instructional Coach
Spooney, Danielle	Instructional Coach
Ranson, Sharon	Instructional Coach
Bell Johnson, Toya	Instructional Coach
Saulsby, Maria	Guidance Counselor

### 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.

Curriculum Resource Teacher, Danielle Spooney: 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 and Title I facilitator.

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 grade 4.

MTSS Coach, Claire Steele: Attends 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. Intervention coordinator which assists teachers in plotting data and graphing information regarding curriculum and discipline.

Reading Coach, Toya Bell Johnson 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, Maria Saulsby: Participates in collection, interpretation, and analysis of data. 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.

Guidance Counselor, Maria Saulsby: Provides character education to students in K-5. Facilitates small groups with students to discuss positive social interactions.

**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 Pre-K.
3. Maxey will include 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 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:

Name	Stakeholder Group
Jeraldine Sims	Principal
Kay Bastian	Teacher
Yanitza Reyes	Education Support Employee
Kelly Wilson	Business/Community
Jerri Boothe	Parent
Alissa Beier	Parent
Debbie Heflin	Education Support Employee
Bettina Branch	Teacher
Artarshia Sims	Parent
Teddy Adames	Parent
Lorena Zapata	Parent
Danielle Spooney	Teacher
Zulibeth Saballet	Parent

#### 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*

During the 2014-2015 school year, SAC met on a monthly basis to review the 2014-2015 School Improvement Plan and Parental Involvement Plan. During the last SAC meeting in May 2015, the SIP, was 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 works collaboratively with the leadership team to develop the 2015-16 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 2015-2016 school year was shared with the SAC and input was collected. During the September 2015 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 were saved and rolled into the 2015-2016 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*

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

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Sims, Jeraldine	Principal
Spooney, Danielle	Instructional Coach
Ranson, Sharon	Instructional Coach
Steele, Claire	Instructional Coach
Bell Johnson, Toya	Instructional Coach
Saulsby, Maria	Guidance Counselor

**Duties**

**Describe how the LLT promotes literacy within the school**

The major initiatives of the LLT this year are teaching with rigor and the implementation of Marzano design questions and elements into each lesson. The LLT will continue to focus on teaching to the standard, integrating writing, pacing, intervention for struggling students, and coaching teachers. To encourage and support daily reading, students participate in the Accelerated Reader program, earning incentives for achievement. The Three R Night incorporates all content areas including science, reading, math and writing 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. The common planning time is provided across grade levels to ensure collaboration with all instructional staff. The reading and math coaches participate in all common planning meetings to provide teachers with extra support and resources. 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 student data. Staff meetings are held monthly, and professional development activities are held on Wednesdays. Maxey assists new teachers through the Mentor program, which partners a new teacher with a veteran teacher to receive guidance and support.

### **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 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 utilize the district's Curriculum Guides based on NGSSS Science and Florida State Standards for 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 coaches work closely with all teachers. We have one teacher in her second year of teaching. Her mentor is a highly effective teacher with 12 years teaching experience. 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 State Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida State 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 the 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:** 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 foster their creativity and further develop their cognitive skills.

***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***

Lexia, Core ELA & Math assessments, progress reports & report cards.

**Strategy:** After School Program

**Minutes added to school year:** 21,600

Maxey elementary has been awarded the CCLC 21st Century Afterschool tutoring grant. This grant allows 2nd-5th grade students the opportunity to receive additional instruction in reading, math, science, and writing. We are focusing on students who have been identified as Tier II and Tier III. Students will receive tutoring four days a week for 3 hours each day. The program will run through May 2015. During the program, students will receive instruction with supplemental reading and math materials, utilize technology based programs, participate in project based learning and enrichment activities that are designed to increase their phonemic awareness, phonics, fluency, vocabulary, and comprehension.

**Strategy Rationale**

We will provide our struggling students, English Language Learners, and students with disabilities an intense focus on reading skills and math skills that are deficient using small groups and one-on-one instruction.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Spooney, Danielle, [danielle.spooney@ocps.net](mailto:danielle.spooney@ocps.net)

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

Maxey will collect and analyze report card data, summative assessments in reading and math, and intervention data to determine the effectiveness of the strategy.

**Strategy: After School Program**

**Minutes added to school year: 4,800**

After school Gardening 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. There are direct instruction and hands-on application with finding recycling materials around the school. The after school gardening club allows students the opportunity to learn the life cycle of plants and investigate animal and insect habitats through hands-on interactive experiments and adventures.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Steele, Claire, [claire.steele@ocps.net](mailto:claire.steele@ocps.net)

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

A data sheet will be used to record the types of items students find and where students find recyclables. We will analyze summative science assessments, 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 prosocial 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 Head Start 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 Pre-K & 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 embeds 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 informational text to teach students about the 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 foundational 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 informational text across grade levels. Close reading and smart 7 strategies are embedded throughout instruction.

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### 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:

.

#### 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.

**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.

---

## 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 improve the use of data based decision making to plan and deliver rigorous lessons, using the Instructional Framework. (Division Priority: Accelerate Student Performance)
  
- G2.** Teachers will use collaborative lesson planning to focus on standards-based instruction and thereby, improve teacher proficiency and student achievement. (Division Priority: Invest in Human Capital)

## 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.** Teachers will improve the use of data based decision making to plan and deliver rigorous lessons, using the Instructional Framework. (Division Priority: Accelerate Student Performance) 1a

G072907

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	77.0
FCAT 2.0 Science Proficiency	43.0
AMO Math - All Students	81.0

**Resources Available to Support the Goal** 2

- Reading and Math core programs: Journeys and Go Math
- IMS
- Marzano Instructional Framdwork
- Instructional Coaches
- i-Observations
- "Becoming a Reflective Teacher" by Robert Marzano

**Targeted Barriers to Achieving the Goal** 3

- 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 G1.** 8

i-Observation data and feedback to teachers, lesson plan reviews and formative and summative data will be analyzed and reviewed.

**Person Responsible**

Jeraldine Sims

**Schedule**

Monthly, from 9/28/2015 to 6/3/2016

**Evidence of Completion**

Minutes from Leadership Team meeting, i-Observation data and lesson plan documentation, formative and summative data

**G2.** Teachers will use collaborative lesson planning to focus on standards-based instruction and thereby, improve teacher proficiency and student achievement. (Division Priority: Invest in Human Capital) 1a

G072908

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	77.0
FCAT 2.0 Science Proficiency	43.0
Effective+ Teachers (Performance Rating)	100.0
AMO Math - All Students	81.0

**Resources Available to Support the Goal** 2

- Marzano Instructional Framework Map
- i-Observation
- IMS
- Common Planning times
- Instructional coaches

**Targeted Barriers to Achieving the Goal** 3

- Teachers do not understand how to effectively complete lesson planning collaboratively.

**Plan to Monitor Progress Toward G2.** 8

i-Observation data, lesson plans, progress reports/report cards and formative and summative data will be reviewed.

**Person Responsible**

Jeraldine Sims

**Schedule**

Biweekly, from 9/8/2015 to 6/3/2016

**Evidence of Completion**

Weekly PLC/common planning meetings, bi-weekly data meetings, i-Observation data, lesson plan documentation, informal and formal observations will display evidences of both staff and student growth. Formative and summative data will increase with the implementation of effective common planning meetings.

## 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 improve the use of data based decision making to plan and deliver rigorous lessons, using the Instructional Framework. (Division Priority: Accelerate Student Performance) **1**

 G072907

**G1.B2** 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**

 B190353

**G1.B2.S1** Develop Professional developments on the topic of the Marzano Instructional Framework. **4**

 S201748

### Strategy Rationale

Teachers will gain a deeper understanding of the Marzano Instructional Framework.

### Action Step 1 **5**

Professional development on Marzano Instructional Framework

#### Person Responsible

Jeraldine Sims

#### Schedule

Monthly, from 8/17/2015 to 6/3/2016

#### Evidence of Completion

Professional development notes, sign in sheets from the professional developments, professional development handouts

### Action Step 2 5

Book study utilizing "Examining Similarities and Differences" by Robert Marzano and Connie West.

**Person Responsible**

Danielle Spooney

**Schedule**

Monthly, from 1/4/2016 to 5/31/2016

**Evidence of Completion**

Book study presentation, chapter notes and Handouts, sign in sheets for the book study

### Action Step 3 5

The leadership team will conduct observations and provide teachers feedback on the implementation of the element "Examining Similarities and Differences".

**Person Responsible**

Jeraldine Sims

**Schedule**

Weekly, from 1/11/2016 to 5/31/2016

**Evidence of Completion**

i-Observation data and feedback, lesson plans

### Action Step 4 5

Struggling teachers will be provided modeling and side-by-side coaching on "Examining Similarities and Differences".

**Person Responsible**

Danielle Spooney

**Schedule**

Weekly, from 1/18/2016 to 5/31/2016

**Evidence of Completion**

i-Observation data, coach's logs

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

Instructional coaches will document their weekly attendance at the common planning meetings for each grade level.

**Person Responsible**

Jeraldine Sims

**Schedule**

Weekly, from 8/31/2015 to 5/31/2016

***Evidence of Completion***

Lesson plans, deconstructing worksheets, formative assessments, student performance data

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

The principal will meet bi-weekly with the Instructional coaches to discuss weekly common planning meetings being held by each grade level. The leadership team will conduct observations and provide teachers feedback on "Similarities and Differences"

**Person Responsible**

Jeraldine Sims

**Schedule**

Biweekly, from 8/31/2015 to 5/31/2016

***Evidence of Completion***

Leadership meeting agendas, common meeting minutes, lesson plan documentation and i-Observation data and feedback to teachers.

**G2.** Teachers will use collaborative lesson planning to focus on standards-based instruction and thereby, improve teacher proficiency and student achievement. (Division Priority: Invest in Human Capital) **1**

 G072908

**G2.B1** Teachers do not understand how to effectively complete lesson planning collaboratively. **2**

 B190354

**G2.B1.S1** Teachers will receive a professional development on how to create a standards-based lesson plan through common planning. **4**

 S201750

### **Strategy Rationale**

Teachers will understand the importance of collaborating to plan standards-based instruction.

### **Action Step 1** **5**

Teachers will attend a professional development on the topic of common planning.

#### **Person Responsible**

Jeraldine Sims

#### **Schedule**

On 9/16/2015

#### **Evidence of Completion**

Sign in sheet, PowerPoint slides and notes, and teacher handouts on the topic of common planning.

### **Action Step 2** **5**

Teachers will receive guiding questions and a common planning template to aid in the collaboration process.

#### **Person Responsible**

Danielle Spooner

#### **Schedule**

On 9/16/2015

#### **Evidence of Completion**

Guiding questions document and common planning document

### Action Step 3 5

Instructional coaches will attend grade levels' weekly common planning meetings.

#### **Person Responsible**

Danielle Spooner

#### **Schedule**

Weekly, from 8/24/2015 to 6/3/2016

#### **Evidence of Completion**

Common planning meeting minutes, lesson plans, student assessment data

### Action Step 4 5

Follow-up professional development will be provided. During this time, a recording of a grade level team exemplary common planning meeting will be showcased.

#### **Person Responsible**

Claire Steele

#### **Schedule**

On 12/9/2015

#### **Evidence of Completion**

Common planning minutes, lesson plans, and recording

### Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Weekly common planning will be scheduled and included on the school's academic calendar. Lesson plans will be uploaded to SharePoint weekly and checked for content.

#### **Person Responsible**

Jeraldine Sims

#### **Schedule**

Monthly, from 8/31/2015 to 6/3/2016

#### **Evidence of Completion**

Common planning notes, student data, lesson plan documentation, i-Observation data and feedback

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

Informal and formal observations and classroom walk throughs

**Person Responsible**

Jeraldine Sims

**Schedule**

Weekly, from 9/8/2015 to 6/3/2016

**Evidence of Completion**

Lesson plans and classroom observations will display evidence of collaboration. Lesson plans will also demonstrate evidence of student and teacher growth.

**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.B2.S1.A1	Professional development on Marzano Instructional Framework	Sims, Jeraldine	8/17/2015	Professional development notes, sign in sheets from the professional developments, professional development handouts	6/3/2016 monthly
G2.B1.S1.A1	Teachers will attend a professional development on the topic of common planning.	Sims, Jeraldine	9/16/2015	Sign in sheet, PowerPoint slides and notes, and teacher handouts on the topic of common planning.	9/16/2015 one-time
G1.B2.S1.A2	Book study utilizing "Examining Similarities and Differences" by Robert Marzano and Connie West.	Spooney, Danielle	1/4/2016	Book study presentation, chapter notes and Handouts, sign in sheets for the book study	5/31/2016 monthly
G2.B1.S1.A2	Teachers will receive guiding questions and a common planning template to aid in the collaboration process.	Spooney, Danielle	9/16/2015	Guiding questions document and common planning document	9/16/2015 one-time
G1.B2.S1.A3	The leadership team will conduct observations and provide teachers feedback on the implementation of the element "Examining Similarities and Differences".	Sims, Jeraldine	1/11/2016	i-Observation data and feedback, lesson plans	5/31/2016 weekly
G2.B1.S1.A3	Instructional coaches will attend grade levels' weekly common planning meetings.	Spooney, Danielle	8/24/2015	Common planning meeting minutes, lesson plans, student assessment data	6/3/2016 weekly
G1.B2.S1.A4	Struggling teachers will be provided modeling and side-by-side coaching on "Examining Similarities and Differences".	Spooney, Danielle	1/18/2016	i-Observation data, coach's logs	5/31/2016 weekly
G2.B1.S1.A4	Follow-up professional development will be provided. During this time, a recording of a grade level team exemplary common planning meeting will be showcased.	Steele, Claire	12/9/2015	Common planning minutes, lesson plans, and recording	12/9/2015 one-time
G1.MA1	i-Observation data and feedback to teachers, lesson plan reviews and formative and summative data will be analyzed and reviewed.	Sims, Jeraldine	9/28/2015	Minutes from Leadership Team meeting, i-Observation data and lesson plan documentation, formative and summative data	6/3/2016 monthly
G1.B2.S1.MA1	The principal will meet bi-weekly with the Instructional coaches to discuss	Sims, Jeraldine	8/31/2015	Leadership meeting agendas, common meeting minutes, lesson plan	5/31/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	weekly common planning meetings being held by each grade level. The leadership team will conduct observations and provide teachers feedback on "Similarities and Differences"			documentation and i-Observation data and feedback to teachers.	
G1.B2.S1.MA1	Instructional coaches will document their weekly attendance at the common planning meetings for each grade level.	Sims, Jeraldine	8/31/2015	Lesson plans, deconstructing worksheets, formative assessments, student performance data	5/31/2016 weekly
G2.MA1	i-Observation data, lesson plans, progress reports/report cards and formative and summative data will be reviewed.	Sims, Jeraldine	9/8/2015	Weekly PLC/common planning meetings, bi-weekly data meetings, i-Observation data, lesson plan documentation, informal and formal observations will display evidences of both staff and student growth. Formative and summative data will increase with the implementation of effective common planning meetings.	6/3/2016 biweekly
G2.B1.S1.MA1	Informal and formal observations and classroom walk throughs	Sims, Jeraldine	9/8/2015	Lesson plans and classroom observations will display evidence of collaboration. Lesson plans will also demonstrate evidence of student and teacher growth.	6/3/2016 weekly
G2.B1.S1.MA1	Weekly common planning will be scheduled and included on the school's academic calendar. Lesson plans will be uploaded to SharePoint weekly and checked for content.	Sims, Jeraldine	8/31/2015	Common planning notes, student data, lesson plan documentation, i-Observation data and feedback	6/3/2016 monthly

## 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.** Teachers will improve the use of data based decision making to plan and deliver rigorous lessons, using the Instructional Framework. (Division Priority: Accelerate Student Performance)

**G1.B2** Teachers have limited understanding on how to strategically plan rigorous lessons and implement research based instructional strategies using the Marzano Framework as a guide.

**G1.B2.S1** Develop Professional developments on the topic of the Marzano Instructional Framework.

### **PD Opportunity 1**

Professional development on Marzano Instructional Framework

#### **Facilitator**

Instructional coaches

#### **Participants**

All instructional staff

#### **Schedule**

Monthly, from 8/17/2015 to 6/3/2016

### **PD Opportunity 2**

Book study utilizing "Examining Similarities and Differences" by Robert Marzano and Connie West.

#### **Facilitator**

Instructional coaches

#### **Participants**

All instructional staff

#### **Schedule**

Monthly, from 1/4/2016 to 5/31/2016

**G2.** Teachers will use collaborative lesson planning to focus on standards-based instruction and thereby, improve teacher proficiency and student achievement. (Division Priority: Invest in Human Capital)

**G2.B1** Teachers do not understand how to effectively complete lesson planning collaboratively.

**G2.B1.S1** Teachers will receive a professional development on how to create a standards-based lesson plan through common planning.

**PD Opportunity 1**

Teachers will attend a professional development on the topic of common planning.

**Facilitator**

Instructional Coaches

**Participants**

All instructional staff

**Schedule**

On 9/16/2015

**PD Opportunity 2**

Instructional coaches will attend grade levels' weekly common planning meetings.

**Facilitator**

Instructional Coaches

**Participants**

All instructional staff

**Schedule**

Weekly, from 8/24/2015 to 6/3/2016

### **PD Opportunity 3**

Follow-up professional development will be provided. During this time, a recording of a grade level team exemplary common planning meeting will be showcased.

#### **Facilitator**

Instructional Coaches

#### **Participants**

All instructional staff

#### **Schedule**

On 12/9/2015

## Technical Assistance Items

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

**G2.** Teachers will use collaborative lesson planning to focus on standards-based instruction and thereby, improve teacher proficiency and student achievement. (Division Priority: Invest in Human Capital)

**G2.B1** Teachers do not understand how to effectively complete lesson planning collaboratively.

**G2.B1.S1** Teachers will receive a professional development on how to create a standards-based lesson plan through common planning.

### PD Opportunity 1

Teachers will receive guiding questions and a common planning template to aid in the collaboration process.

**Facilitator**

Instructional Coaches

**Participants**

All instructional staff

**Schedule**

On 9/16/2015

## Budget

### Budget Data

1	G1.B2.S1.A1	Professional development on Marzano Instructional Framework				\$0.00
2	G1.B2.S1.A2	Book study utilizing "Examining Similarities and Differences" by Robert Marzano and Connie West.				\$540.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	120-Classroom Teachers	1321 - Maxey Elementary	School Improvement Funds		\$540.00
3	G1.B2.S1.A3	The leadership team will conduct observations and provide teachers feedback on the implementation of the element "Examining Similarities and Differences".				\$0.00
4	G1.B2.S1.A4	Struggling teachers will be provided modeling and side-by-side coaching on "Examining Similarities and Differences".				\$0.00
5	G2.B1.S1.A1	Teachers will attend a professional development on the topic of common planning.				\$0.00

### Budget Data

6	G2.B1.S1.A2	Teachers will receive guiding questions and a common planning template to aid in the collaboration process.	\$0.00
7	G2.B1.S1.A3	Instructional coaches will attend grade levels' weekly common planning meetings.	\$0.00
8	G2.B1.S1.A4	Follow-up professional development will be provided. During this time, a recording of a grade level team exemplary common planning meeting will be showcased.	\$0.00
<b>Total:</b>			<b>\$540.00</b>