

2013-2014 SCHOOL IMPROVEMENT PLAN

Conway Middle
4600 ANDERSON RD
Orlando, FL 32812
407-249-6420

School Demographics

School Type Middle School	Title I No	Free and Reduced Lunch Rate 65%
Alternative/ESE Center No	Charter School No	Minority Rate 60%

School Grades History

2013-14 A	2012-13 B	2011-12 A	2010-11 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Conway Middle

Principal

Michael Scott Hanson

School Advisory Council chair

Shelli Carpenter

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Cheryl Wood	Assistant Principal
Kim Allen-Jackson	Assistant Principal
Michael Coryell	Dean
Lisa Flowers	CRT

District-Level Information

District

Orange

Superintendent

Dr. Barbara M Jenkins

Date of school board approval of SIP

1/28/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

SAC membership is approximately 10 members with a chairperson and secretary.
First meeting was Sept. 9, 2013.

Involvement of the SAC in the development of the SIP

Parents want to know what's happening in their children's schools, and take a hands-on approach to education. School Advisory Councils (SAC) are intended to give parents a say in what's going on at school, from policies to extra-curricular programs, fundraising and more.

Activities of the SAC for the upcoming school year

Monthly meetings allow parents and teacher voice their opinions and suggestions for the following:

1. Open House
2. Clubs/Fund Raisers
3. Safety and Security

4. Common Core Curriculum
5. Bullying
6. Consistency of Discipline
7. Internet/drug and alcohol Curriculum
8. Character Education
9. Parent series

Projected use of school improvement funds, including the amount allocated to each project

Once money is allocated, budget will be developed.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Michael Scott Hanson

Principal

Years as Administrator: 12

Years at Current School: 1

Credentials

M.Ed. in Educational Leadership from UCF.
B.S. in Social Science Education from UCF.

Performance Record

School Grade: "B" - Lake Nona High School (2010-2011)
 FCAT Reading = 65.9%
 Learning Gains = 60.2%
 Learning gains L25% = 30.4%
 FCAT Math = 76.8%
 Learning Gains = 78.1
 Learning gains L25% = 66.7%
 FCAT Writing = 79.8%
 AMO targets met: Baseline Year Data
 AMO targets not met: Baseline Year Data
 School Grade: "A" - Lake Nona High School (2011-2012)
 FCAT Reading = 57.3%
 Learning Gains = 65.5%
 Learning gains L25% = 69.0%
 FCAT Math = 66%
 Learning Gains = NA
 Learning gains L25% = NA
 ALG EOC = 48.8%
 FCAT Writing = 89.8%
 AMO targets met: Math, Writing
 AMO targets not met: Reading
 School Grade: "B" - Conway Middle School (2012-2013)
 FCAT Reading = 64.%
 Learning Gains = 67
 Learning gains L25% = 57.4%
 FCAT Math = 54.9%
 Learning Gains = 56.3%
 Learning gains L25% = 54.1%
 ALG EOC = 80.6%
 GEO EOC = 100%
 FCAT Writing - 55.8%
 AMO targets met: Writing
 AMO targets not met: Reading, Math

Cheryl Wood

Asst Principal

Years as Administrator: 2

Years at Current School: 25

Credentials

Educational Specialist in Curriculum /Instruction
Master Science Education

Performance Record

School Grade: "A" - Conway Middle School (2010-2011)

FCAT Reading = 73%

Learning Gains = 56.5

Learning gains L25% = 33.5%

FCAT Math = 68.8%

Learning Gains = 55%

Learning gains L25% = 21%

FCAT Writing = 90.7%

AMO targets met = Baseline Year Data

AMO targets not met = Baseline Year Data

School Grade: "A" - Conway Middle School (2011-2012)

FCAT Reading = 62.5%

Learning Gains = 66.6%

Learning gains L25% = 66.9%

FCAT Math = 57.6%

Learning Gains = 60.7%

Learning gains L25% = 55.6%

FCAT Writing = 82.2%

AMO targets met: Writing

AMO targets not met: Math, Reading

School Grade: "B" - Conway Middle School (2012-2013)

FCAT Reading = 64. %

Learning Gains = 67

Learning gains L25% = 57.4%

FCAT Math = 54.9%

Learning Gains = 56.3%

Learning gains L25% = 54.1%

ALG EOC = 80.6%

GEO EOC = 100%

FCAT Writing - 55.8%

AMO targets met: Writing

AMO targets not met: Reading, Math

Kimberly Allen Jackson

Asst Principal

Years as Administrator: 6

Years at Current School: 0

Credentials

Doctorate in Education in Educational Leadership
Master of Education in Educational Leadership

Performance Record

School Grade 'C' - Walker Middle School (2010-2011)
 FCAT Reading = 43.6%
 Learning Gains = 35.5%
 Learning gains L25% = 23.1%
 FCAT Math = 37.3%
 Learning Gains = 28.9%
 Learning gains L25% = 11.7%
 FCAT Writing = 83.2%
 AMO targets met: Baseline Year Data
 AMO targets not met: Baseline Year Data
 School Grade "C" - Walker Middle School (2011-2012)
 FCAT Reading = 42.3%
 Learning Gains = 61.8%
 Learning gains L25% = 67.6%
 FCAT Math = 38.6%
 Learning Gains = 60.4%
 Learning gains L25% = 60.5%
 FCAT Writing = 70.3%
 AMO targets met: Writing
 AMO targets not met: Reading, Math
 School Grade "C" Walker Middle School (2012-2013)
 FCAT Reading = 44.6%
 Learning Gains = 61.7%
 Learning gains L25% = 58.6%
 FCAT Math = 37.1%
 Learning Gains = 57.2%
 Learning gains L25% = 69%
 ALG EOC = 83.2%
 FCAT Writing = 40.2%
 AMO targets met:
 AMO targets not met: Reading, Math, Writing

Instructional Coaches**# of instructional coaches**

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Lisa Flowers		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy, Other	
Credentials	Master of Education in Educational Leadership National Board Certified Teacher	
Performance Record	School Grade: "B" - Lake Nona Middle School (2010-2011) FCAT Reading = 63.9% Learning Gains = 51.8a% Learning gains L25% = 29.2% FCAT Math = 58.6% Learning Gains = 50.6% Learning gains L25% = 25.5% FCAT Writing = 81.8% AMO targets met: Baseline Year Data AMO targets not met: Baseline Year Data School Grade: "A" - Lake Nona High School (2011-2012) FCAT Reading = 57.3% Learning Gains = 65.5% Learning gains L25% = 69.0% FCAT Math = 66% Learning Gains = NA Learning gains L25% = NA ALG EOC = 48.8% FCAT Writing = 89.8% AMO targets met: Math, Writing AMO targets not met: Reading School Grade: "B" - Conway Middle School (2012-2013) FCAT Reading = 64.% Learning Gains = 67 Learning gains L25% = 57.4% FCAT Math = 54.9% Learning Gains = 56.3% Learning gains L25% = 54.1% ALG EOC = 80.6% GEO EOC = 100% FCAT Writing - 55.8% AMO targets met: Writing AMO targets not met: Reading, Math	

Carla Thomas		
Full-time / School-based	Years as Coach: 2	Years at Current School: 12
Areas	Reading/Literacy, Mathematics, Science, RtI/MTSS, Other	
Credentials	Bachelor's Degree in Varying Exceptionalities Middle Grade Integrated Reading	
Performance Record	School Grade: "A" - Conway Middle School (2010-2011) FCAT Reading = 73% Learning Gains = 56.5 Learning gains L25% = 33.5% FCAT Math = 68.8% Learning Gains = 55% Learning gains L25% = 21% FCAT Writing = 90.7% AMO targets met = Baseline Year Data AMO targets not met = Baseline Year Data School Grade: "A" - Conway Middle School (2011-2012) FCAT Reading = 62.5% Learning Gains = 66.6% Learning gains L25% = 66.9% FCAT Math = 57.6% Learning Gains = 60.7% Learning gains L25% = 55.6% FCAT Writing = 82.2% AMO targets met: Writing AMO targets not met: Math, Reading School Grade: "A" - Durrance Elementary (2012-2013) FCAT Reading = 63.2% Learning Gains = 66.6% Learning gains L25% = 40% FCAT Math = 56.6% Learning Gains = 61.6% Learning gains L25% = 40% FCAT Writing = 43.5 AMO targets met: Reading AMO targets not met: Math, Writing	

Debra Hall		
Full-time / School-based	Years as Coach: 38	Years at Current School: 10
Areas	Rtl/MTSS, Other	
Credentials	Bachelor's Degree in Emotional Handicap - K-12 Social Worker	
Performance Record	<p>School Grade: "A" - Conway Middle School (2010-2011)</p> <p>FCAT Reading = 73%</p> <p>Learning Gains = 56.5</p> <p>Learning gains L25% = 33.5%</p> <p>FCAT Math = 68.8%</p> <p>Learning Gains = 55%</p> <p>Learning gains L25% = 21%</p> <p>FCAT Writing = 90.7%</p> <p>AMO targets met = Baseline Year Data</p> <p>AMO targets not met = Baseline Year Data</p> <p>School Grade: "A" - Conway Middle School (2011-2012)</p> <p>FCAT Reading = 62.5%</p> <p>Learning Gains = 66.6%</p> <p>Learning gains L25% = 66.9%</p> <p>FCAT Math = 57.6%</p> <p>Learning Gains = 60.7%</p> <p>Learning gains L25% = 55.6%</p> <p>FCAT Writing = 82.2%</p> <p>AMO targets met: Writing</p> <p>AMO targets not met: Math, Reading</p> <p>School Grade: "B" - Conway Middle School (2012-2013)</p> <p>FCAT Reading = 64. %</p> <p>Learning Gains = 67</p> <p>Learning gains L25% = 57.4%</p> <p>FCAT Math = 54.9%</p> <p>Learning Gains = 56.3%</p> <p>Learning gains L25% = 54.1%</p> <p>ALG EOC = 80.6%</p> <p>GEO EOC = 100%</p> <p>FCAT Writing - 55.8%</p> <p>AMO targets met: Writing</p> <p>AMO targets not met: Reading, Math</p>	

Classroom Teachers**# of classroom teachers**

65

receiving effective rating or higher

65, 100%

Highly Qualified Teachers

100%

certified in-field

65, 100%

ESOL endorsed

14, 22%

reading endorsed

9, 14%

with advanced degrees

29, 45%

National Board Certified

1, 2%

first-year teachers

3, 5%

with 1-5 years of experience

16, 25%

with 6-14 years of experience

33, 51%

with 15 or more years of experience

13, 20%

Education Paraprofessionals**# of paraprofessionals**

4

Highly Qualified

4, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Closely monitor the master schedule to ascertain that the teachers have been assigned to teaching fields in which they are highly qualified.
2. Provide content area teachers with research and strategies for teaching English Language learners through ESL Endorsement classes.
3. Track certification and HQ issues from the moment of employment with constant reminders of registration dates, application deadlines, etc. Analyze data from all teachers' certifications, testing staff development, and service records to ensure that all meet highly qualified status.
4. Monitor closely the teachers hired to ascertain that they are highly qualified.

5. Assistant Principal, Curriculum Resource Teacher, School Secretary are responsible for monitoring the recruitment of highly qualified new teachers and the school mentoring program.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Initial Phase: During the first few weeks of school the assigned Mentor will be helping the new teacher (TNT) to become familiar with the school/district/state educational procedures, policies, and requirements. During this time, the Mentor may assist TNT with the following:

- Becoming familiar with school, district, and state policies and procedures
- Securing materials such as supplies, curricular guides, and other resource materials
- Confirming that TNT has the appropriate technology, books, and professional materials
- Discussing specific guidelines, responsibilities, and events that are unique to our building
- Identifying locations in the school that TNT will need to know - library, cafeteria, front office, etc.
- Assuring that TNT understand the emergency policies and procedures
- Other needs are identified by TNT or the site administrator.

Second Phase: During the first nine weeks of school the assigned Mentor will help TNT with curriculum and instruction which will insure academic success.

* Assisting with developing functional lesson plans

*Understanding Marzano strategies and including the strategies in daily lessons

*Understanding the connection Marzano strategies have with I/Observation

*Understanding that human patterns (physiological, safety, belongingness and love, esteem, self-actualization and self-transcendence - Maslow's Hierarchy of Needs) help teachers connect to students before they accept the responsibility of learning.

The Mentor will also introduce TNT to other staff members and assist with securing the resources that they may need to set up their classes and be effective in their new position. The Mentor is a fellow curriculum teacher that has shown effectiveness in the same curriculum area when possible.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The team member;

1. meets twice a month to review school data
2. organizes the school data from school-wide universal screenings
3. identify students with problems
4. define the problems

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The leadership team develops an actions plan:

1. collects data and screen students
2. review school-wide academic and behavioral data
3. identifies students with problems
4. defines the interventions and who will implement interventions (differentiate instruction, feedback,

games/simulations, ect.

5. determine professional development if needed

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Assessment tools that document results of universal screening, student progress monitoring, and MTSS procedures ensure that instruction and interventions are implemented with fidelity. Fidelity and integrity of implementation ensure:

1. effective facilitation occurs in all meetings (administration attends meetings)
2. instruction is intentional (documentation on Sharepoint)
3. instructional interventions match individual student needs (Marzano's 41 strategies)
4. data used to design interventions are collected (IMS, Benchmark, Common Assessments, Attendance, Log Discipline, etc.)
5. data analyzed in a systematic manner (MTSS meetings)
6. progress monitoring is conducted consistently and responsibly (monitored to determine if the interventions are sufficient).

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data sources and management systems used:

1. student referrals
2. benchmark scores
3. classroom grades
4. teacher summaries
5. parent

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Plan to support:

1. review student information
2. discuss parent/teacher concerns - may include administrator
3. create intervention plan
4. Implement the plan
5. evaluate the effectiveness of the interventions
6. Revise or adjust the intervention plan

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Summer Program

Minutes added to school year: 9,600

YMCA Summer Camp June 11-July 18 8:00 am - 4:00 pm No Fridays/July 4th week

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Weekly reports were filed with the YMCA Buisness recording the following:

1. earned "dog tags" - Character Education
2. total minutes reading
3. minutes of interaction with Kid's College - math activity
4. minutes in physical fitness
5. minutes with Junior Achievement and Career Programs

Who is responsible for monitoring implementation of this strategy?

The Site Coordinator collects the data from the YMCA teachers

Strategy: Summer Program

Minutes added to school year: 6,720

AVID Algebra 1 Program

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Pre and Post test are given to each student

Who is responsible for monitoring implementation of this strategy?

AVID District Managers

Strategy: Before or After School Program

Minutes added to school year: 20,400

YMCA Before/After School Program

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Weekly reports were filed with the YMCA Buisness recording the following:

1. earned "dog tags" - Character Education
2. total minutes reading
3. minutes of interaction with Kid's College - math activity
4. minutes in physical fitness
5. minutes with Junior Achievment and Career Programs

Who is responsible for monitoring implementation of this strategy?

Site Coordinator collects the data from the YMCA teachers

Strategy: Extended Day for All Students

Minutes added to school year: 6,720

Summer Reading Program

Strategy Purpose(s)

""

How is data collected and analyzed to determine the effectiveness of this strategy?

Pre/post test

Who is responsible for monitoring implementation of this strategy?

Teacher collects data and sends to district reading manager

Strategy: Extended Day for All Students**Minutes added to school year:** 3,600

Course Recovery

Strategy Purpose(s)

""

How is data collected and analyzed to determine the effectiveness of this strategy?

Number of students that completed a core subject failed in 6th, 7th or 7th grade

Who is responsible for monitoring implementation of this strategy?

Guidance counselors and Course Recovery teacher

Strategy: Summer Program**Minutes added to school year:**

Teacher Planning

Strategy Purpose(s)

""

How is data collected and analyzed to determine the effectiveness of this strategy?

Teachers were given a stipen for a 2 day planning - 7 1/2 hours each day

Data to show effectiveness: FCAT reading/math scores, teacher team participation

Who is responsible for monitoring implementation of this strategy?

School Principal and CRT

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Scott Hanson	Principal
Lisa Flowers	CRT
Karen Verity	L. A. Chairperson
Barbara Gombar	Science Chairperson
Jennifer Sanguiliano	Social Studies Chairperson
Lavinia Aostacioae	Math Chairperson
Amanda Morehead	Electives Chairperson

How the school-based LLT functions

Literacy Leadership Team meets formally once a month. Their role is to provide support and mentoring to teachers. Data charts are created and posted for all staff to analyze which include: school and grade level data.

Major initiatives of the LLT

The major initiatives are:

1. incorporating close reads in all content area classes. This will help teachers address the need for students to have access to complex text as well as the ability to provide scaffolding.
2. focus on text dependent questions - having social studies and reading to use the DBQ Units from the DBQ Project, this would cover all five literacy concerns.
3. small group instruction using a rotational model during the block schedule days - this allows for teachers to provide scaffolding and additional writing opportunities to students.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Every teacher has access to Achieve 3000 which levels the reading of each student to their ability with information text articles. Teachers have access to technology to use Achieve 3000 in the content areas:

1. iPads - Reading
2. Laptops - Science
3. Computer labs - Social Studies/Language Arts/ESOL
4. Promethean boards - All other

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Conway incorporates applied and integrated courses to help students see the relationship between subjects and real life through several means. One way we do this is through our AVID program at Conway. AVID helps connect what they are doing now to their future goal of college and beyond. We also provide students the opportunity to take various STEM classes during their years at Conway. These STEM classes offer students a chance to get more hands on experience while they use basic subject matter like math and science. Conway also services our students by offering High School level Honors courses in Math and Science. Faculty and Staff constantly discuss the connection of what we are learning in the classroom to future goals and real life. This is embedded in daily teacher lessons or classroom Guidance lessons

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Guidance Counselors promote academic and career planning through their classroom lessons, small group, and individual student meetings. This year we are going to begin a school wide program to address academic achievement and career planning. All instructional staff will have a small group of students they meet with bimonthly to discuss, guide, and plan student academic goals and outlooks. Our AVID program goes on college visits and our 8th grade teams have been named after colleges to help promote higher education.

Strategies for improving student readiness for the public postsecondary level

The school is using bimonthly academic advising groups to help improve student readiness for the postsecondary level. Conway also has many teachers trained in AVID strategies and techniques which are embedded in the curriculum at all grade levels. We believe these strategies foster an environment for success. High School Counselors come to speak to our 8th graders in the spring to discuss high school planning in more detail.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	72%	64%	No	75%
American Indian				
Asian	86%	86%	Yes	87%
Black/African American	67%	60%	Yes	70%
Hispanic	61%	47%	No	65%
White	78%	77%	No	81%
English language learners	45%	24%	No	51%
Students with disabilities	38%	30%	No	45%
Economically disadvantaged	63%	57%	Yes	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	279	26%	29%
Students scoring at or above Achievement Level 4	378	36%	39%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	624	70%	73%
Students in lowest 25% making learning gains (FCAT 2.0)	141	62%	65%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	26	31%	34%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	16	19%	22%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	22	27%	30%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	<i>[data excluded for privacy reasons]</i>		0%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	201	53%	56%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	123	33%	36%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	55%	No	72%
American Indian				
Asian	93%	72%	No	94%
Black/African American	57%	43%	Yes	61%
Hispanic	55%	39%	No	60%
White	78%	71%	No	80%
English language learners	43%	16%	No	48%
Students with disabilities	36%	23%	No	42%
Economically disadvantaged	58%	46%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	303	29%	32%
Students scoring at or above Achievement Level 4	250	24%	27%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	554	62%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	137	59%	62%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	252	25%	28%
Middle school performance on high school EOC and industry certifications	203	80%	83%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	129	52%	55%
Students scoring at or above Achievement Level 4	71	29%	32%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	17	100%	0%

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	75	19%	22%
Students scoring at or above Achievement Level 4	113	29%	32%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	13		20
Participation in STEM-related experiences provided for students	360	36%	40%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	2	3%	3%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	123	12%	8%
Students who fail a mathematics course	58	6%	3%
Students who fail an English Language Arts course	60	6%	3%
Students who fail two or more courses in any subject	62	6%	3%
Students who receive two or more behavior referrals	115	11%	8%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	118	11%	8%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parents are involved in: field trips at all grade levels. A-1 Parties, Academic Awards, ADDITIONS, Teach-In, Memory Book, Newsletter to Parents, P.R.I.D.E. Program at 6th/7th grade level, Spring Fling, Teacher Appreciation, Food Pantry.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Series of lectures on curriculum and safety issues	20	2%	10%

Area 10: Additional Targets**Additional targets for the school**

We have no addition targets we are focusing on.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
None	0	0%	0%

Goals Summary

- G1.** Increase the percentage of standard curriculum students scoring a Level 3 or higher on the 2014 FCAT Mathematics assessment.
- G2.** Increase the percentage of standard curriculum students scoring a Level 3 or higher on the 2014 FCAT Reading assessment.
- G3.** Character Education: Lower the number of teacher referrals, administrative suspensions and increase attendance.

Goals Detail

G1. Increase the percentage of standard curriculum students scoring a Level 3 or higher on the 2014 FCAT Mathematics assessment.

Targets Supported

Resources Available to Support the Goal

- The following resources will be used: 1. The Tabor Rotational Model 2. Double block time for students that are Level 1 on FCAT 3. After school tutoring by teachers 4. Scholastic Math magazines to emphasize math in a real-world context 5. Moby Math

Targeted Barriers to Achieving the Goal

- Teachers not trained in the Tabor Rotational Model Reliance on practice and drill activities
Students not on grade level

Plan to Monitor Progress Toward the Goal

Bi-monthly PLC meetings

Person or Persons Responsible

Principal, math teachers

Target Dates or Schedule:

Bi-monthly

Evidence of Completion:

PLC meeting summaries Student data

G2. Increase the percentage of standard curriculum students scoring a Level 3 or higher on the 2014 FCAT Reading assessment.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

Resources Available to Support the Goal

- Materials and Supplies Achieve 3000 Read 180 Rotational model/small groups Scholastic Magazines/National Geographic Magazines FCAT coach workbooks Novels with higher Lexile levels Intensive reading classes 6th-8th grade Reading classes 6th-7th grade

Targeted Barriers to Achieving the Goal

- Teachers not: 1. understanding the concept of small group instruction 2. having regular access to computer labs 3. having the confidence and experience in using Read 180 4. having the training for students that are below grade level 5. having the resource for students that do not speak English 6. having having the funds to support all the resources

Plan to Monitor Progress Toward the Goal

Classroom common assessments

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule:

End of every unit

Evidence of Completion:

Student data in Performance Matters

G3. Character Education: Lower the number of teacher referrals, administrative suspensions and increase attendance.

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Rachel's Challenge "Change Begins with Me" Teacher sharing ideas

Targeted Barriers to Achieving the Goal

- Teacher Buy-in Time to prepare

Plan to Monitor Progress Toward the Goal

Data reports on discipline

Person or Persons Responsible

Administrators

Target Dates or Schedule:

monthly

Evidence of Completion:

Increase in appropriate social interactions.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase the percentage of standard curriculum students scoring a Level 3 or higher on the 2014 FCAT Mathematics assessment.

G1.B1 Teachers not trained in the Tabor Rotational Model Reliance on practice and drill activities Students not on grade level

G1.B1.S1 1. Professional Development for the teachers that do not understand the Tabor Rotational Model 2. Use PLC time to develop higher level activities to use with students

Action Step 1

Rotational Model

Person or Persons Responsible

CRT or teacher that has experienced the rotational model in the math classroom

Target Dates or Schedule

1st 9 weeks of school

Evidence of Completion

Completion of professional development Visited classrooms on campus that use the rotational model

Facilitator:

Participants:

math teachers

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

Ensure that all math have the Tabor Rotational Model training Ensure that higher level questioning and activities are used in the classroom

Person or Persons Responsible

Principal

Target Dates or Schedule

by the end of the 1st nine weeks

Evidence of Completion

Sign in sheet for training Observation reflection Lesson Plans Classroom IObservations

Plan to Monitor Effectiveness of G1.B1.S1

Increase in student scores on classroom assessment and benchmark assessment

Person or Persons Responsible

Principal

Target Dates or Schedule

School year 2013-2014

Evidence of Completion

Student grades Benchmark assessments scores FCAT scores

G2. Increase the percentage of standard curriculum students scoring a Level 3 or higher on the 2014 FCAT Reading assessment.

G2.B1 Teachers not: 1. understanding the concept of small group instruction 2. having regular access to computer labs 3. having the confidence and experience in using Read 180 4. having the training for students that are below grade level 5. having the resource for students that do not speak English 6. having having the funds to support all the resources

G2.B1.S1 1. Teacher would visit other teachers that understand the transition small group instruction 2. Added computer lab and iPads

Action Step 1

Visit other classrooms/Lesson study

Person or Persons Responsible

Teachers new to the reading rotational model

Target Dates or Schedule

1st 9 weeks

Evidence of Completion

the use of small groups in teaching informational text in the classroom

Facilitator:

Pd Facilitator and Teacher leaders

Participants:

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

IObservation/classroom visits Review of the computer calendar

Person or Persons Responsible

Assistant principals

Target Dates or Schedule

School year 2013-2014

Evidence of Completion

IObservation feedback Computer calendar

Plan to Monitor Effectiveness of G2.B1.S1

Increase in student reading benchmark scores Increase in student Lexile level score

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule

School year 2013-2014 Benchmark score - December Lexile report - monthly

Evidence of Completion

Benchmark data Lexile data

G3. Character Education: Lower the number of teacher referrals, administrative suspensions and increase attendance.

G3.B1 Teacher Buy-in Time to prepare

G3.B1.S1 Character Education class every month for 30 minutes using the OCPS curriculum. Sharing behavior data each month with teachers. Teachers work together looking at team data.

Action Step 1

Place all ideas and data in a folder on Share Point include web links to short videos and develop lessons.

Person or Persons Responsible

Teachers/Guidance Counselors/Administrators

Target Dates or Schedule

All year in the planned Character Education class.

Evidence of Completion

Survey the teachers about the new character education program. Survey the students about changes in behavior or attitude. Data on behavior (referrals, suspensions, attendance).

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Reviewing Sharepoint for support materials

Person or Persons Responsible

Dean

Target Dates or Schedule

Monthly

Evidence of Completion

Appropriate materials in Sharepoint

Plan to Monitor Effectiveness of G3.B1.S1

Decrease in referrals

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Less behavioral problems

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Supplemental Academic Instruction (SAI) -

1. All students with an Individual Educational Plan will be assigned to the SUCCESS program (alternative placement) for discipline purposes. The student is placed with an ESE certified teacher from 4:00pm to 7:30 pm to work on assignments outside of the classroom.

2. The media specialist stays after school hours to keep the media center open to students that need to use the computer lab for research.

The McKinney-Vento Homeless Assistance Act ensures our Homeless Students the same free, appropriate public education as other students.

Character Education is the deliberate effort to help our students understand, care about, and act upon core ethical values. This 30 minute class is held every month to help our students engage in activities that make them think critically about moral and ethical questions, inspire them to become committed to moral and ethical actions, and give them ample opportunities to practice moral and ethical behavior. Teachers may need materials as they develop their lessons.

Title 1 - no funds from this grant

Title II - Staff Development for the following topics:

1. Marzano DZ 3,4, and 9
2. RTI/MTSS
3. Rotational Model Instruction
4. Deliberate practice
5. Differentiation Instruction
6. Close Read Instruction
7. Formative Assessment
8. ESE/ESOL Comprehensible Strategies
9. Common Core Shifts
10. Technology Instruction
- Active Inspire, IMS 2.0 Curriculum, Performance Matters, and Teacher Press
11. Lesson Study with Close Read

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase the percentage of standard curriculum students scoring a Level 3 or higher on the 2014 FCAT Mathematics assessment.

G1.B1 Teachers not trained in the Tabor Rotational Model Reliance on practice and drill activities Students not on grade level

G1.B1.S1 1. Professional Development for the teachers that do not understand the Tabor Rotational Model 2. Use PLC time to develop higher level activities to use with students

PD Opportunity 1

Rotational Model

Facilitator

Participants

math teachers

Target Dates or Schedule

1st 9 weeks of school

Evidence of Completion

Completion of professional development Visited classrooms on campus that use the rotational model

G2. Increase the percentage of standard curriculum students scoring a Level 3 or higher on the 2014 FCAT Reading assessment.

G2.B1 Teachers not: 1. understanding the concept of small group instruction 2. having regular access to computer labs 3. having the confidence and experience in using Read 180 4. having the training for students that are below grade level 5. having the resource for students that do not speak English 6. having having the funds to support all the resources

G2.B1.S1 1. Teacher would visit other teachers that understand the transition small group instruction 2. Added computer lab and iPads

PD Opportunity 1

Visit other classrooms/Lesson study

Facilitator

Pd Facilitator and Teacher leaders

Participants

Target Dates or Schedule

1st 9 weeks

Evidence of Completion

the use of small groups in teaching informational text in the classroom

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	Character Education:Lower the number of teacher referrals, administrative suspensions and increase attendance.	\$4,000
Total		\$4,000

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Total
Title II	\$4,000	\$4,000
Total	\$4,000	\$4,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G3. Character Education:Lower the number of teacher referrals, administrative suspensions and increase attendance.

G3.B1 Teacher Buy-in Time to prepare

G3.B1.S1 Character Education class every month for 30 minutes using the OCPS curriculum. Sharing behavior data each month with teachers. Teachers work together looking at team data.

Action Step 1

Place all ideas and data in a folder on Share Point include web links to short videos and develop lessons.

Resource Type

Technology

Resource

Teachers will attend Professional Development about engaging technology to use in the classroom. Teacher will need materials to reference about technology and character education.

Funding Source

Title II

Amount Needed

\$4,000