Orange County Public Schools

Conway Middle

2021-22 Schoolwide Improvement Plan

Table of Contents

Conway Middle

4600 ANDERSON RD, Orlando, FL 32812

https://conwayms.ocps.net/

Demographics

Principal: Joshua Bing

Start Date for this Principal: 6/23/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (51%) 2017-18: C (51%) 2016-17: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

Table of Contents

Conway Middle

https://conwayms.ocps.net/

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	97%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Bing, Joshua	Principal	Mr. Bing is the primary supervisor of all components of our academics core program. He oversees the school budget, professional development, Title I, community relations, Exceptional Student Education, and Social and Emotional Learning. He serves as the assessing administrator of the ELA/ Reading department and serves as the 6th grade administrator. He also serves as the assessing administrator for the leadership team.
Allen-Jackson, Kim	Assistant Principal	Dr. Jackson oversees curriculum and instruction at Conway Middle School. She is the assessing administrator of the Science department and electives. She oversees ESOL, school accountability, 8th grade, master schedule, FTE, accountability reports, and Skyward.
Morosetti, James	Assistant Principal	Mr. Morosetti assists with curriculum and instruction. He is the assessing administrator for the Math, Social Studies, and Performing Arts departments. He oversees facilities, Character Lab, Title I compliance, data analysis, and development of the school safe plan. He also serves as the 7th grade administrator.
Bullen, Nicole	Instructional Coach	Ms. Bullen serves as the instructional coach with focused support in English Language Arts and Civics. She leads the Title I tutoring program, new teacher induction, and administration and analysis of instructional assessments. Ms. Bullen will assist with development of instructional focus calendars, professional development for teachers, planning and development of and provide materials to teachers as needed for their content area.
Garland, Stephanie	Other	Ms. Garland serves as the Math and Science coach. She assists with the the administration and analysis of instructional assessments as well as provides differentiated instruction and intensive intervention based on assessment results. She works with the Math/Science departments to develop instructional focus calendars and engaging STEM activities. Ms. Garland assists with curriculum nights and implementation of the Florida Standards. She also serves as our schools Partner in Education Coordinator.
Wigen, Deogracia	Other	Ms. Wigen serves as the lead Reading Coach and testing coordinator. She oversees administration and analysis of district and statewide assessments. She works with the reading teachers to provide differentiated instruction, development of instructional focus calendars, and analysis of assessment results. She also works with the instructional coach to plan curriculum nights, provide materials, and develop intervention schedules.
Rivers, Benjamin	Dean	Mr. Rivers oversees student discipline for students in Grade 8 and students in Grade 7 with a last name that starts with M-Z. He oversees Title IX, Wednesday detentions, student code of conduct forms, and transportation. Mr. Rivers will also assist with the school SAFE plan, serve as a Math/ Social

Name	Position Title	Job Duties and Responsibilities
		Studies peer coach, Behavior Intervention Plans, and attend all 8th Grade data analysis/progress monitoring/grade level meetings.
Simmons, Gerald	Dean	Mr. Simmons serves as the Science department advisor. He oversees discipline for students in Grade 6 and Grade 7 with a last name A-L. He also oversees field trips and is the STAT lead. Mr. Simmons assists with classified staff, Wednesday detentions, PASS, and facility repairs.
Jofre, Jeanette	Other	Ms. Jofre serves as the school SAFE Coordinator. She develops and provides training to faculty and staff on state and district Social/Emotional issues. She coordinates and makes referrals for mental health services for students and families based on screenings provided. She provides resources for programs, strategies, events, and training that promote a safe working and learning environment. Ms. Jofre is also the student services coordinator to support students with peer tutoring, peer mediation, and peer ambassadors.
Santiago, Delores	Staffing Specialist	Ms. Santiago oversees the administration and analysis of ESE data. She writes, evaluates, and oversees the IEP process. She also maintains all ESE records and verifies that the school is in compliance with all ESE students both for the support/accommodations they receive as well as the documentation that is required. She regularly visits classrooms to ensure teachers are providing correct support/accommodations to students as well as to support teachers with strategies should they need them. Ms. Santiago will collaborate with the deans to support the process of developing Behavior Intervention Plans for students that frequently display behaviors that need support. She will also monitor students with 504's and on Tier III of the intervention process for potential staffing into the ESE program.
Coe, Brooke	School Counselor	Guidance counselors support students with academic, social, and emotional support and guidance. Ms. Coe performs individual, peer, small group, and classroom counseling. Ms. Coe takes part in crisis counseling, master schedule building, student schedule changes, Skyward, and building 504 plans. She serves as the 8th grade and 7th grade A-L guidance counselor.
Johnson, Shane	School Counselor	Guidance counselors support students with academic, social, and emotional support and guidance. Mr. Johnson performs individual, peer, small group, and classroom counseling. Mr. Johnson takes part in crisis counseling, master schedule building, student schedule changes, Skyward, and building 504 plans. He serves as the 6th grade and 7th grade M-Z guidance counselor.
Diaz, Iliana	ELL Compliance Specialist	Ms. Diaz serves as our ELL Compliance Specialist. She provides support to families of ELL students by holding engagement meetings that provide parents resources necessary to support their students. Ms. Diaz monitors and

Name	Position Title	Job Duties and Responsibilities
		provides PD opportunities for ELL classroom strategies. She also ensures that our school is in compliance with ELL student plans. Ms. Diaz assesses and monitors ELL students utilizing WIDA/ACCESS testing.

Demographic Information

Principal start date
Wednesday 6/23/2021, Joshua Bing

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
7

Total number of teacher positions allocated to the school
38

Total number of students enrolled at the school
664

Identify the number of instructional staff who left the school during the 2020-21 school year.
9

Identify the number of instructional staff who joined the school during the 2021-22 school year.
11

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	228	228	224	0	0	0	0	680
Attendance below 90 percent	0	0	0	0	0	0	39	53	49	0	0	0	0	141
One or more suspensions	0	0	0	0	0	0	5	8	8	0	0	0	0	21
Course failure in ELA	0	0	0	0	0	0	26	38	36	0	0	0	0	100
Course failure in Math	0	0	0	0	0	0	24	15	16	0	0	0	0	55
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	30	28	41	0	0	0	0	99
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	33	34	46	0	0	0	0	113
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	51	62	65	0	0	0	0	178

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 7/16/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	246	240	254	0	0	0	0	740
Attendance below 90 percent	0	0	0	0	0	0	31	23	33	0	0	0	0	87
One or more suspensions	0	0	0	0	0	0	1	15	6	0	0	0	0	22
Course failure in ELA	0	0	0	0	0	0	36	97	88	0	0	0	0	221
Course failure in Math	0	0	0	0	0	0	37	102	127	0	0	0	0	266
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	61	52	68	0	0	0	0	181
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	63	62	78	0	0	0	0	203

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	65	102	117	0	0	0	0	284

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	2	1	0	0	0	0	0	3

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	246	240	254	0	0	0	0	740
Attendance below 90 percent	0	0	0	0	0	0	31	23	33	0	0	0	0	87
One or more suspensions	0	0	0	0	0	0	1	15	6	0	0	0	0	22
Course failure in ELA	0	0	0	0	0	0	36	97	88	0	0	0	0	221
Course failure in Math	0	0	0	0	0	0	37	102	127	0	0	0	0	266
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	61	52	68	0	0	0	0	181
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	63	62	78	0	0	0	0	203

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	65	102	117	0	0	0	0	284

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	2	1	0	0	0	0	0	3

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				44%	52%	54%	53%	52%	53%
ELA Learning Gains				45%	52%	54%	48%	50%	54%
ELA Lowest 25th Percentile				43%	45%	47%	42%	42%	47%
Math Achievement				51%	55%	58%	53%	53%	58%
Math Learning Gains				52%	55%	57%	46%	51%	57%
Math Lowest 25th Percentile				45%	50%	51%	39%	44%	51%
Science Achievement				44%	51%	51%	47%	51%	52%
Social Studies Achievement				55%	67%	72%	65%	68%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	40%	52%	-12%	54%	-14%
Cohort Comparison						
07	2021					
	2019	33%	48%	-15%	52%	-19%
Cohort Comparison		-40%				
08	2021					
	2019	52%	54%	-2%	56%	-4%
Cohort Comparison		-33%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	39%	43%	-4%	55%	-16%
Cohort Comparison						
07	2021					
	2019	39%	49%	-10%	54%	-15%
Cohort Comparison		-39%				
08	2021					
	2019	37%	36%	1%	46%	-9%
Cohort Comparison		-39%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	41%	49%	-8%	48%	-7%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	52%	66%	-14%	71%	-19%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	78%	63%	15%	61%	17%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	97%	53%	44%	57%	40%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

6th- 8th Grade ELA and Math- iReady Diagnostic Results (Beginning, Middle, and End of Year Assessments)
7th Grade Civics- OCPS District Progress Monitoring Activities Quarter 1, 2, and 3
8th Grade Science- OCPS District Progress Monitoring Activities Quarter 1, 2, and 3

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33/16%	37/19%	36/18%
	Economically Disadvantaged	15/12%	15/13%	20/17%
	Students With Disabilities	1/4%	1/4%	2/8%
	English Language Learners	4/6%	5/8%	7/10%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15/7%	15/10%	34/16%
	Economically Disadvantaged	9/7%	8/6%	15/12%
	Students With Disabilities	0/0%	0/0%	1/4%
	English Language Learners	3/4%	4/6%	7/10%

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27/13%	34/17%	30/14%
	Economically Disadvantaged	12/10%	14/12%	12/10%
	Students With Disabilities	2/9%	0/0%	0/0%
	English Language Learners	4/7%	6/12%	5/9%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	1/1%	1/1%	3/2%
	Economically Disadvantaged	1/1%	1/1%	1/1%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	2/4%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	80/41%	110/57%	100/61%
	Economically Disadvantaged	31/34%	50/50%	42/53%
	Students With Disabilities	1/4%	3/12%	2/13%
	English Language Learners	14/25%	21/40%	17/40%

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	22/10%	35/16%	30/17%
	Economically Disadvantaged	14/11%	16/12%	12/12%
	Students With Disabilities	0/0%	0/0%	1/3%
	English Language Learners	1/2%	2/3%	4/8%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/0%	1/1%	3/3%
	Economically Disadvantaged	0/0%	0/0%	0/0%
	Students With Disabilities	0/0%	1/3%	2/7%
	English Language Learners	0/0%	0/0%	0/0%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	62/31%	68/37%	69/37%
	Economically Disadvantaged	29/26%	30/28%	30/30%
	Students With Disabilities	4/14%	4/15%	2/7%
	English Language Learners	7/13%	5/9%	5/10%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	12	30	33	16	27	35	13	12			
ELL	24	46	50	25	45	41	17	33			
BLK	32	29	12	46	33	38	47	35	73		
HSP	39	46	50	40	37	43	35	42	59		
MUL	15	20		23	45						
WHT	53	50	62	51	39	64	41	64	68		
FRL	33	38	40	35	33	42	29	38	60		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	15	38	35	19	31	30	16	12			
ELL	21	45	45	33	47	44	10	33	56		
ASN	67	58		83	83						

				2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS							
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2017-18**	**C & C Accel 2017-18**
BLK	36	44	43	36	55	44	17	57	55		
HSP	39	44	41	46	49	46	32	49	69		
MUL	48	35		44	45			73			
WHT	56	47	55	66	55	47	69	62	86		
FRL	37	42	39	44	50	45	32	48	69		
				2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS							
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2016-17**	**C & C Accel 2016-17**
SWD	14	34	33	19	23	25	17	23			
ELL	13	36	35	23	39	39	11	20	55		
ASN	69	60		88	73				100		
BLK	47	45	30	31	41	52	19	56	50		
HSP	41	44	40	46	45	37	31	49	56		
MUL	42	46		48	37						
WHT	68	54	56	65	49	39	71	86	73		
FRL	45	43	41	45	44	37	37	56	66		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	448
Total Components for the Federal Index	10
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	36

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	26
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Overall, students with disabilities and ELL students performed well below the school average. Science was the lowest performing content area.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The areas that demonstrate the greatest need of improvement is our Students with Disabilities Subgroup and our English Language Learners. These two subgroups need support particularly in English Language Arts and Math content areas.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Student attendance and consistent interventions were the main contributing factors for this need for improvement. To address this need for improvement we will have weekly meetings to discuss student attendance as well as involve district and school personnel to assist with supporting student attendance and parent communication regarding attendance. In regards to interventions, we will align our support staff to consistently apply support to our ELL and SWD across campus and their core content areas.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our school's math learning gains and math learning gains for the lowest 25% showed the most improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Mathematic gains were due to strategic support systems put in place. Student interventions took place within the classroom to support student learning based on common assessments and quarterly diagnostic data.

What strategies will need to be implemented in order to accelerate learning?

To accelerate learning we are employing common planning two days a week which will focus on teaching and learning. Specifically, discussions in common planning will be centered around supporting students who do not demonstrate proficiency, and instruction that is standards based and address student learning in a multi-faceted approach.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will be encouraged to attend district IMPACT PD's. Within our school we will also have professional development topics that focus on common planning, SEL strategies, and best practices around instructing students with disabilities and english language learners.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will be employing our Co-teachers into classrooms with students who are in need of the most support. We are also meeting weekly to discuss student and teacher academic trends. Using the information from our discussion we will then guide PLC's and the planning that teachers are doing on a daily basis. Additionally, utilizing Title 1 funds, we will have tutoring opportunities available for students that can further provide support and enrichment.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	In years prior, our students with disabilities(SWD) subgroup has performed amongst the lowest in our school at 35% in ELA learning gains and 31% in Math learning gains (2019 school year). Comparatively, in 2018 the data showed that the learning gains for that subgroup was 33% in ELA and 25% in Math.
Measurable Outcome:	In the 2021-2022 school year, at least 50% of Students with Disabilities will make a learning gain in ELA and Math.
Monitoring:	This area of focus will be monitored regularly using common assessment data from PLC's, as well as iReady data from the beginning of the year and middle of the year assessment.
Person responsible for monitoring outcome:	Joshua Bing (joshua.bing@ocps.net)
Evidence-based Strategy:	Utilizing effective Professional Learning Communities we'll delve into best practices and strategies for instructing students with disabilities. PLC's will also be used to discuss progress monitoring data with the purpose of making instructional adjustments to maximize student seat time.
Rationale for Evidence-based Strategy:	Effective and collaborative PLC's allow for us to have a greater effect on instruction overall, by meeting and having discussion with teachers geared towards improving their work and student learning outcomes.

Action Steps to Implement

Our school leadership team will ensure that students IEP's and services are meeting compliance standards. Utilizing. We will also provide ESE teachers with professional development to help improve their practice relating to student support courses and support facilitation.

Person Responsible	Delores Santiago (delores.santiago@ocps.net)

Our school leadership team will train teachers on best practices for supporting students through accommodations, intervention methods and proper documentation.

Person Responsible	Joshua Bing (joshua.bing@ocps.net)

#2. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Our school survey data support the need for our school administration to have a strong focus toward Social Emotional Learning (SEL). Specifically, providing professional development on SEL so that staff begin to implement these practices as they work and interact with students and each other. Additionally we will focus on creating an environment and culture that improves students' sense of belonging to the school. Our third area of focus within SEL will be strengthening parent and family engagement.
Measurable Outcome:	Using the district's panorama survey results, we will see an increase in our "sense of belonging "score from 48% to 65%. We will also see an increase in our school leadership score from 14% to 70%.
Monitoring:	We will utilize more frequent staff surveys to gauge progress as it relates to their development around SEL. We will also use a student survey to gauge progress mid-year on this improvement goal.
Person responsible for monitoring outcome:	Joshua Bing (joshua.bing@ocps.net)
Evidence-based Strategy:	We are also employing professional development on SEL strategies that will have an impact on students' sense of belonging as well as teacher understanding of best practices surrounding SEL.
Rationale for Evidence-based Strategy:	Social and Emotional Learning is a focus selected by our school district. Much research is available to show that students that have the right mindset socially and emotionally will also grow academically. These same principles are true for those teachers and staff members that support our students on a daily basis.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Our primary area of concern will be the number of violent incidents, and our secondary area will be the total number of suspensions(both in-school and out of school).

As it pertains to violent incidents our school leadership team has improved on-campus monitoring as well as the flow of student traffic to greatly reduce the likelihood of these incidents from occurring. We have also put reporting systems in place for students to be able to comfortably share any potential incident or issues that are occurring with students. Our school counselors will make themselves readily available to conduct restorative justice circles as well. Additionally, our school based leadership team will meet weekly to discuss student behavior as well as create and monitor plans for individual students; including students who are involved in violent incidents in an effort to reduce the number of repeat offenders.

In regards to our secondary area, we will review the discipline matrix to ensure that it is layered with interventions prior to students receiving a consequence for in-school or out-of-school suspension. An example of this is how we have added Wednesday detention as a consequence prior to students receiving a suspension.

We will monitor these areas by utilizing Skyward data to show our progress through the comparison of the current year's discipline data to the same point in time data from the previous year.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

This school year our focus is expect more. Our goal is to expect more from one another as a leadership team, as a staff, as a school, and as a community. We will work together to build a strong and positive culture and working environment for one another. Students will be rewarded for their efforts and a focus will be building positive relationships between our staff and students. Staff members will also be recognized for their efforts as we work collectively as a group to improve our school academically, socially, and emotionally. As we collaborate with one another, we will consult with our teachers, SAC, FAC, PTSA, and SGA to promote a unified vision of success for Conway Middle School and surrounding community.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

We will work with business partners to provide students and staff with incentives for the hard work they do. We will use our PEL to make connections with parents and the community. We will use our leadership team and teacher leaders to collaborate and plan activities that promote a positive culture and climate for both our parents and our students.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				$224,676.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5900	130-Other Certified Instructional Personnel	1391 - Conway Middle	General Fund		$74,892.00
		Notes: Staffing Specialist- Will support with IEP creation and implementation. This position will work with administrators to monitor ESE data and track growth.				
	5900	130-Other Certified Instructional Personnel	1391 - Conway Middle	General Fund		$149,784.00
		Notes: Two Support Facilitators- Will support students that are ESE in the classroom with a focus on supporting Math and ELA subject areas.				
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				$224,676.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6120	130-Other Certified Instructional Personnel	1391 - Conway Middle	General Fund		$149,784.00
		Notes: Guidance Counselors will support both teachers and students with SEL implementation. Two guidance counselors will split three grade levels as part of their duties.				
	5900		1391 - Conway Middle	General Fund		$74,892.00
		Notes: SAFE Coordinator- SAFE coordinator will work with administration to promote strong and positive mental health and well being as part of our SEL initiative.				
					Total:	$449,352.00