

Orange County Public Schools

Conway Middle



2022-23 Schoolwide Improvement Plan

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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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (52%) 2018-19: C (51%) 2017-18: C (51%)
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	TSI
* 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.

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Conway Middle

4600 ANDERSON RD, Orlando, FL 32812

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	76%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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SIP Authority

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<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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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, and Exceptional Student Education. 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, 7th 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 8th 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	Math Coach	Ms. Garland serves as the Math and Science coach. She assists with the the administration and analysis of instructional/district 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	Reading Coach	Ms. Wigen serves as the lead Reading Coach and testing coordinator. She oversees administration and analysis of 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	Other	Mr. Simmons serves as the Science department advisor. He supports 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.
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.
Jofre, Jeanette	Other	Ms. Jofre serves as the school SAFE Coordinator. She supports with 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, and school threat assessments.
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 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.
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.

Name	Position Title	Job Duties and Responsibilities
Oddo, Jenna	Behavior Specialist	Ms. Oddo 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.

Demographic Information

Principal start date

Wednesday 6/23/2021, Joshua Bing

Number of teachers with a 2022 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.*

1

Number of teachers with a 2022 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.*

15

Total number of teacher positions allocated to the school

44

Total number of students enrolled at the school

685

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

8

Identify the number of instructional staff who joined the school during the 2022-23 school year.

11

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	202	229	225	0	0	0	0	656
Attendance below 90 percent	0	0	0	0	0	0	77	70	83	0	0	0	0	230
One or more suspensions	0	0	0	0	0	0	19	23	26	0	0	0	0	68
Course failure in ELA	0	0	0	0	0	0	4	18	12	0	0	0	0	34
Course failure in Math	0	0	0	0	0	0	2	2	12	0	0	0	0	16
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	80	60	93	0	0	0	0	233
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	99	79	63	0	0	0	0	241
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	86	80	85	0	0	0	0	251

Using current year data, complete the table below with the number of students identified as being "retained.":

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	1	1	1	0	0	0	0	3

Date this data was collected or last updated

Tuesday 7/19/2022

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	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	

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	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	
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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	38%	49%	50%				44%	52%	54%
ELA Learning Gains	51%						45%	52%	54%
ELA Lowest 25th Percentile	52%						43%	45%	47%
Math Achievement	47%	36%	36%				51%	55%	58%
Math Learning Gains	60%						52%	55%	57%
Math Lowest 25th Percentile	58%						45%	50%	51%
Science Achievement	38%	55%	53%				44%	51%	51%
Social Studies Achievement	58%	61%	58%				55%	67%	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	2022					
	2019	40%	52%	-12%	54%	-14%
Cohort Comparison						
07	2022					
	2019	33%	48%	-15%	52%	-19%
Cohort Comparison		-40%				
08	2022					
	2019	52%	54%	-2%	56%	-4%
Cohort Comparison		-33%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	39%	43%	-4%	55%	-16%
Cohort Comparison						
07	2022					
	2019	39%	49%	-10%	54%	-15%
Cohort Comparison		-39%				
08	2022					
	2019	37%	36%	1%	46%	-9%
Cohort Comparison		-39%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	41%	49%	-8%	48%	-7%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	52%	66%	-14%	71%	-19%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	78%	63%	15%	61%	17%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	97%	53%	44%	57%	40%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	7	35	35	17	45	41	7	30			
ELL	26	55	57	35	54	52	27	38	60		
BLK	38	64	70	35	61	67	28	69	53		
HSP	34	49	50	45	59	56	36	52	66		
MUL	38	53		50	80						
WHT	47	45		59	62	50	48	69	68		
FRL	32	51	51	38	56	54	27	55	55		
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						
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	33
Total Points Earned for the Federal Index	501
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	54
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Subgroup data shows that Asian and White students performed at the highest levels while Students With Disabilities and ELL students performed at the lowest levels. Science, ELA, and Acceleration proficiency were the three components that saw a decline from previous year testing. Civics achievement, Math achievement, as well as ELA and Math learning gains all showed significant increases. Overall 2 ESSA components are performing under 41% (ELL and SWD) and 1 ESSA component is performing under 32% (SWD). 6 out of 9 components of the school grade increased while 3 out of 9 decreased.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Students need support in the areas of ELA and Science achievement. This is based on PMA, iReady, and student assessment data.

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

The areas of ELA and Science Achievement are two areas that Conway Middle has struggled in recent years. These departments both feature newer teachers and would benefit from an increase in coaching and support in PLC's.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Students made great progress in the area of Math (achievement, learning gains, and lowest quartile learning gains) and ELA (learning gains and lowest 25% learning gains).

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

Small group instruction from classroom teachers, co-teachers specifically working with groups to close achievement gaps, PLC/common planning twice a week, and student pull out support from leadership team members.

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

Emphasis on Reading in all curricular areas. Strategies for improving reading skills will be supported and taught through ELA and Reading. Students will need to use specific reading strategies learned in their ELA and Reading classes to grow and use these strategies such as closed reading with fidelity. Student growth in the 21-22 school year in ELA showed improvement but in order to show student achievement increases in ELA students need more opportunities to practice with standard based text on their specific grade level or higher.

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.

PD will focus on strategies to monitor students for understanding of the content as well as strategies for supporting students in the reading process across curricular areas. Differentiated PD will also be offered to newer teachers and to those that may wish for a refresher on areas such as classroom management and engagement. Teachers will also work closely with leadership to ensure grading is equitable and provides parents and students with a clear picture of their progress towards achievement of standards taught in all classes.

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

Coaching support through the coaching cycle will also be provided to teachers that need additional support in the classroom. Coaches will model lessons for teachers and use reading strategies across curricular areas.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus
Description and
Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Students with disabilities have scored below the 32% threshold for 2 consecutive years in performance as it relates to ESSA. This is our lowest performing subgroup by 13% and the only subgroup below the 32% threshold.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Current performance for SWD is at 26%. Our goal is to improve by 15% to reach the 41% threshold for ESSA performance.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This year we are strategically providing supports for SWD in support facilitation classes. Support facilitators have been provided with strategies for supporting students based on particular disabilities they may have. Student growth and achievement will be measured using state assessments, common assessments, and iReady for students in intensive reading classes. The Principal, ELA, Reading, and Math coach will monitor assessment data and provide support to teachers, support facilitators, and students based on data results.

Person responsible for monitoring outcome:

Joshua Bing (joshua.bing@ocps.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Continue to provide support facilitation with proper scaffolds in place. Use data to determine where students are, meet them where they are academically, and through support facilitation/small group instruction bring them to where they need to be. Utilize these tools by following all accommodations in place per the students IEP/504.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria

Individual students have different academic deficiencies and gaps. Through small group instruction based on performance on prior assessments we will be able to better support students with their individual achievement gaps in place.

used for selecting
this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Providing ESE team members with adequate planning time with Staffing Specialist, ELA, and Math teachers in order to better understand the process for which content will be taught. This will be especially helpful with the new BEST standard implementation.

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

Monitor assessment data and provide teachers with strategies to successfully reteach materials ESE students struggle with during the PLC and planning process.

Person Responsible Nicole Bullen (nicole.bullen@ocps.net)

#2. Instructional Practice specifically relating to B.E.S.T. Standards**Area of Focus
Description and
Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

The State of Florida has adopted and set a date of 2022-2023 for implementation of the new BEST standards for ELA and Math. Teachers will need support with planning and implementation of these standards through classroom lessons this year.

Measurable**Outcome:****State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Statewide data for the 2022-2023 school year will focus on student achievement. As a school in 2021-2022, 38% of students passed the ELA FSA test and 47% of students passed the Math FSA/EOC tests. Our goal for the coming school year (2022-2023) is for 48% of students to pass the ELA statewide assessment (10% increase) and 52% of students to pass the Math statewide assessment (5% increase).

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

Quantitative and qualitative measures will be in place for measuring progress to reaching this desired outcome. Student assessment performance on common assessments, district assessments, and state assessments will measure progress towards reaching these desired outcomes. Classroom observation data will provide qualitative data on instruction taking place. Supports for teachers and students will take place based on the data gathered and adjustments to instruction will take place quickly as the data shows as needed.

Person responsible for monitoring outcome:

James Morosetti (james.morosetti@ocps.net)

**Evidence-based
Strategy:****Describe the evidence-based strategy being implemented for this Area of Focus.**

Use of PLC's and data meetings to intentionally plan with grade level subject areas on a weekly basis. This will allow for teams to collaborate with leadership support on what will be taught in their classes as it pertains to these new standards. Monthly data meetings will provide time for leadership and PLC teams to discuss student progress and make adjustments to upcoming instruction to further improve student achievement.

**Rationale for
Evidence-based
Strategy:****Explain the rationale for selecting this specific strategy. Describe the resources/criteria**

PLC's and data meetings have proven successful in the past. Last year we saw significant learning gains in ELA and Math as well as significant achievement gains in Math and Civics in part due to preserving time for PLC's weekly and data meetings monthly.

used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

ELA teachers will interact and be provided additional planning time throughout the year to better understand and teach the new BEST standards. The instructional coach will be a part of this process. Vertical alignment will be a focal point as certain skills within standards may have not been taught in the previous year due to a change in the standards.

Person Responsible Nicole Bullen (nicole.bullen@ocps.net)

Math teachers will interact and be provided additional planning time throughout the year to better understand and teach the new BEST standards. The math coach will be a part of this process. Vertical alignment will be a focal point as certain skills within standards may have not been taught in the previous year due to a change in the standards.

Person Responsible Stephanie Garland (stephanie.garland@ocps.net)

Classroom walk throughs will occur on a weekly basis as well as observations by all certified observers to ensure that teaching encompasses the depth of the new standards being taught. Planning for gaps in instruction will also be observed for implementation during these walk throughs and discussed for effectiveness in PLC's.

Person Responsible James Morosetti (james.morosetti@ocps.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

This school year our focus is "Restore the Pride". Our goal is to restore the pride associated with our school that has a great history 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. 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 school culture and environment.

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.