

Conway Middle



2014-15 School Improvement Plan

Conway Middle

4600 ANDERSON RD, Orlando, FL 32812

[no web address on file]

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

65%

Alternative/ESE Center

No

Charter School

No

Minority

60%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

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

1. State and country flags representing each students' place of birth is displayed in the cafeteria to represent the diversity of our student population.
2. Falcon Time is character building of students and relationship building between students and teachers; they meet each week emphasizing the different Six Pillars of Character (trustworthiness, respect, responsibility, fairness, caring, and citizenship).
3. Teachers develop cooperative learning teams during the 1st weeks of school to encourage the collaboration of learning among the diverse population.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The following programs and organization promotes a feeling that our school is a safe place to learn:

1. YMCA program Before and After School Zone
2. Teacher duties before and after school supervise and monitor students to ensure a safe campus.
3. Grade level teams to promote a school-within-a-school organization so students can build relationships with a small group of teachers
4. Falcon Time - character education and academic counseling.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

1. Positive Behavior Support System - PBS is the application of evidence-based strategies and systems to assist schools to increase academic performance, increase safety, decrease problem behavior, and establish positive school cultures. A reward system of Falcon Dollars and High Fives give students incentives that can be spent at the lunch time store sponsored by PTSA.
2. 6 Step Log system - team teachers are able to track student behavior with tiered interventions
3. Progressive discipline
4. MTSS - Multi Tiered Support System
5. Parent conferences - scheduled by the grade level secretary

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

1. Learning Strategies Class for ESE students at all grade levels
2. Falcon Time - groups of students who build relationships with teachers and administrators by

- engaging activities tied to character ed and academic counseling.
- 3. Instructional support for ESE students through the Inclusion Model.
- 4. Paraprofessional support staff assigned to physical and mental needs students.
- 5. Grade Level Teams for student transition.
- 6. Counselors have visible presence on campus and support students in both academic and social needs.
- 7. Contracted outside professional counseling.
- 8. Intraural sports teams for students that are not able to compete with school teams.
- 9. Conway has a wide range of clubs available for students.

Early Warning Systems

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

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

- 1. Attendance clerk monitors absences and schedules meetings with parents/administrators about the need to students to be in school.
- 2. Child Study Team meetings are called when students meet 10 days absent threshold.
- 2. Social worker is notified when the absences get to 10 days and home visits are scheduled.
- 3. Course recovery will be offered after school or at home this year for course failure.
- 4. Level 1 students are placed in a double block reading and math class.
- 5. MTSS by teams when students receive steps in the PBS discipline plan.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	19	39	38	96
One or more suspensions	66	64	53	183
Course failure in ELA or Math	41	48	56	145
Level 1 on statewide assessment	31	48	38	117

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	11	24	27	62

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

- 1. Parent Conferences called by teachers and parents when concerns about academic or discipline are seen.
- 2. Mid-quarter progress reports sent home to monitor progress during the marking period.
- 3. Double block reading reading classes for all students who are level 1 readers.
- 4. Double block math classes for all students who scored a level 1 on the FCAT from previous year.
- 5. Course Recovery using Edgenuity program. Students complete work at home, and are assessed in the program on campus either before or after school.

6. FCAT Saturday Tutoring for lowest 25%, civics and algebra students.
7. Teacher directed tutoring before school, during lunch, and after school.
8. Achieve 3000 supplemental reading program utilized school wide and Read 180 programs for level 1 readers.
9. MTSS program to implement strategies to help students in the classroom.
10. YMCA tutoring before and after school.
11. Math lab for students with specific questions. Two mornings a week with our business partners.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Conway MS relies on parent and community support for all of our student initiatives.

1. Field trips- overwhelming support from parents when chaperoning help on field trips is asked for.
2. A-1 parties- PTSA led with admin and guidance support.
3. Academic awards ceremonies- PTSA led with admin and guidance support.
4. ADDITIONS- many parent volunteers weekly that help run math lab, volunteer in media center and guidance offices.
5. Teach In- brings in over 50 business and community leaders, and is supported by PTSA with refreshments.
6. Memory Book- PTSA led with admin and guidance support.
7. Open House- 28% attendance rate from our parents.
8. PRIDE Market- PTSA led with admin and guidance support.
9. Teacher Appreciation- PTSA support for major holiday luncheons and gifts.
10. Food Pantry- PTSA led with support from admin and guidance.
11. PTSA email newsletter- 41% penetration rate (opened email) from PTSA highlighting team and school activities and functions.
12. Facebook- major communication tool with 500 likes (50% of school population).
13. Progressbook- communication tool for parents to monitor student academic and discipline progress. High level of use at the 6th and 7th grades.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Conway MS builds partnerships with the business and community through our Partner in Ed program, as well as a vibrant PTSA recruitment effort. Local business support our school through holding special event nights where the proceeds come back to the school, and through generous gifts.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Hanson, Michael Scott	Principal
Allen-Jackson, Kim	Assistant Principal
Coryell, Michael	Dean
Flowers, Lisa	Instructional Coach
Wood, Cheryl	Assistant Principal

Duties

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

The leadership team creates a shared vision of instruction and decision making through the use of multiple pieces of data to monitor the effectiveness of the school. All members of the leadership team collaborate and analyze data from these systems to ensure effectiveness. Data systems that are reviewed include:

1. Teacher observation data to determine strengths and weakness on the instructional staff.
2. Discipline data to determine trends and put strategies in place to help lower the overall discipline rate.
3. Grade distribution data to determine target areas to serve high needs populations.
4. Benchmark data to help develop plans for acceleration and remediation.
5. MTSS data to help target specific interventions to be used with our student populations that need extra support.

Through weekly leadership meetings, the leadership team meets to discuss the available data and then works collaboratively to put plans in place to address areas of weakness.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The leadership team of the school:

1. Meets every week to review school data.
2. Conducts bi-weekly data/plc meetings with assigned staff to review data.
3. Monitors team/MTSS meetings.
4. Monitors the curriculum specific PLC meetings.

Remediation

1. Double block reading classes for all level 1 students. Teachers have been trained to use the Scholastic Read180 program and receive ongoing coaching from Scholastic. Data is monitored to determine which students are making progress in the program, and which students will still need more interventions. (CRT, AP over reading)
2. Double block math classes for all level 1 students. Teachers received training on Power i3 curriculum as well as small group instruction through Tabor Rotation. Data is monitored to determine student success in the programs. (Principal)
3. After school tutoring program through the YMCA. Free service provided by the YMCA in which our students benefit. Tutoring in ELA and math is available daily, using the schools certified teachers as resources. Daily attendance lists are collected and analyzed to determine trends in who is attending. (Principal, YMCA coordinator).

4. Morning math lab that is being run in conjunction with our partner Mathnaseum. Lab is staffed with two math teachers, as well as two HS students who provide homework help for students on Tuesday and Thursday. Daily attendance lists are collected and analyzed to determine trends in who is attending (Principal, math coach).

5. FSA Saturday tutoring. Based on the lowest 25%, students will be invited to attend Saturday test prep, starting in January. Teachers will volunteer (paid), to provide instructional rotations in ELA, math, Algebra and Civics. Daily attendance lists will be collected and analyzed to determine trends in who is attending, and their progress towards meeting proficiency on benchmarks.

Acceleration

1. Advanced level classes for all curriculum areas. Lessons are created that will allow advanced level students to dive deeper into the curriculum, and have them engage in deeper and higher level activities appropriate to their level. Grade distribution data and classroom observations will be used to monitor the students' progress. (Leadership team)

2. AVID for all grade levels. AVID has a more dedicated focus this year, and a new teacher who has been AVID trained. Student outcomes for AVID are monitored at the district level. (district, AP)

Reading

1. School-wide subscription to Achieve3000. This provides students with leveled reading texts that are high interest and tailored to the appropriate curriculum. Teachers have been trained on the program, and receive ongoing training with the program. Reading, Social Studies and Language Arts teachers all assign students articles to read, based on their curriculum. Data is monitored to determine which teachers and students are using the program and making gains towards college and career readiness. (Leadership team, reading teachers)

Math

1. Implementation of Power i3 curriculum. This program, based on small groups, is designed to give students more opportunities to work with their peers which will help them process information at a higher level. This is being implemented in all grade levels, and all math subjects. Teachers have received training, and receive ongoing coaching from Power i3 and district resources. Data will be monitored for effectiveness of the instructional system by Power i3 and the district. (district, Principal)

Supplemental Academic Instruction (SAI)

1. All students with an Individual Educational Plan that receive disciplinary consequences will be assigned to the SUCCESS program (alternative placement). 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 media specialist has also been trained in the Edgenuity course recovery program to help students who need to take assessments to receive credit.

(Leadership team, ESE team, Media Specialist and credit recovery teachers)

The McKinney-Vento Homeless Assistance Act ensures our homeless students receive the same free, appropriate public education as other students. (Guidance counselors)

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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Cheryl Wood	Education Support Employee
Shelley Carpenter	Parent

Duties

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

Evaluation of last year's school improvement plan

1. The first SAC meeting on September 8, 2014 was devoted to evaluating the schools effectiveness last school year.
2. SAC members compared each section of the 2013-2014 with the 2014-2015 SIP. The members are looking at the plans with an eye for plans to continue the A grade.
3. Monthly meetings allow parents and teachers to voice their opinions and suggestions on established concerns.

Development of this school improvement plan

Parents want to know what's happening in their children's school, 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. At each meeting, a specific topic related to the school is addressed, and parents are asked for input. Topics include school safety, school cleanliness, school programs (Power i3), and parental involvement. Parental involvement has been seen as a critical issue for increasing the school grade, and one in which the SAC took an active role in developing. The SAC made multiple recommendations, including continuing working with HispanEduca to help bridge the gap between our school and the hispanic community.

Preparation of the school's annual budget and plan

The SAC will work with the school leadership team to identify priorities, and specific ways to achieve the goal of another A grade.

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

School improvement funds were allocated to purchase classroom response systems, which was identified as a need by the SAC. The money allocated was used to purchase 4 sets of them, with PTSA contributing money for another 2.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Hanson, Michael Scott	Principal
Flowers, Lisa	Instructional Coach
Allen-Jackson, Kim	Assistant Principal
Coryell, Michael	Dean
Wood, Cheryl	Assistant Principal
Rothfeld, Deborah	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

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 students 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.

Public and Collaborative Teaching

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

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

Teachers of the same curriculum meet in PLC groups to discuss data and effective strategies to use in the class room. Core curriculum teachers are on teams to discuss teamed students challenges. Teachers were given the task of creating group norms and meeting expectations at the beginning of the year. Monthly, the admin team sits in on the curriculum group PLCs to answer questions and clarify expectations. Core grade level content teams (ie. 7th grade civics) are grouped together for planning purposes, and have the opportunity to meet daily if necessary.

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

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.
6. PD is provided twice monthly during the day to ensure teachers have an understanding of all initiatives they are being asked to implement.
7. New teacher induction. Each new teacher is paired up with a mentor teacher, and their curriculum leader to ensure that they have the support they need to be successful. A new teacher meeting is held at the beginning of each year to answer generic questions and help locate resources.

Describe the school's teacher mentoring program, including the rationale for pairings and 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 TNTs 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 students' academic success.

- * Assisting with developing lesson plans that increase rigor and engage students.
- *Understanding Marazano strategies and including the strategies in daily lessons.
- *Understanding the connection Marazano strategies have with IObservation.
- *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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

All materials are provided by the school district to ensure equality in each class. All materials used are state approved and uniformly adopted by the district. Teachers attend staff development to discuss the benchmarks and blueprints for the EOC. Lesson Plans are checked to ensure that the state benchmarks are being taught. Observation data from IObservation is used to validate the lesson plans and their effectiveness.

Instructional Strategies

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

Conway MS uses a variety of data points to determine when students are in need of supplemental instruction to help them to become successful. Data systems used to monitor includes:

1. Teacher observation data to determine strengths and weakness on the instructional staff.
2. Discipline data to determine trends and put strategies in place to help lower the overall discipline rate.
3. Grade distribution data to determine target areas to serve high needs populations.
4. Benchmark data to help develop plans for acceleration and remediation.
5. MTSS data to help target specific interventions to be used with our student populations that need extra assistance.

Intervention strategies for students include:

1. Double block reading classes and double block math classes.
2. Tutoring available before and after school (YMCA and Math lab).
3. FSA Saturdays in January
4. ESE Support facilitation teacher and pull-ins into specific curriculum classes (science and math).
5. ESE para support and pull-ins into math, and ELA classes.
6. ELL para support pull-ins into ELA and ELL reading classes.
7. Learning strategies classes for our ESE students.
8. MTSS supports in individual classes (extended time, preferential seating, class notes, etc.).

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: 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 Rationale

YMCA has mandatory academic time built into each day the camp operates. Certified teachers are used in that dedicated academic time. Resources include Achieve300 for reading, and Moby Max for math.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Wood, Cheryl, cheryl.wood@ocps.net

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

Weekly reports were filed with the YMCA Business 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
6. Achieve3000

Strategy: Summer Program

Minutes added to school year: 6,720

AVID Algebra 1 Program

Strategy Rationale

Algebra program for students going into Algebra for the first time. Students are exposed to foundational skills that will help them become better prepared for the following school year when they enter Algebra.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Wood, Cheryl, cheryl.wood@ocps.net

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

Pre and Post test are given to each student in the program.

Strategy: Extended School Day

Minutes added to school year: 20,400

YMCA Before/After School Program

Strategy Rationale

YMCA program provides services to students both before and after school. Students enrolled in the program are given dedicated academic tutoring time each day with a certified teacher. Students are given specific academic help with reading and math, as well as general homework help.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Coryell, Michael, michael.coryell@ocps.net

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

Strategy: Extended School Day

Minutes added to school year: 3,600

Course Recovery using Edgenuity.

Strategy Rationale

Edgenuity program is used for for course recovery of students who have failed a marking period, or failed a class. Students are required to do the actual coursework on their own time at home, and then take any assessments for the courses at school.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Allen-Jackson, Kim, kimberly.allenjackson@ocps.net

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

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

Student Transition and Readiness

PreK-12 Transition

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

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

Transitions between grade levels are important for student success. Conway MS supports two transitions, from 5th to 6th grade and from 8th to 9th grade.

5th to 6th

Rising 6th grade students are give multiple opportunities to interact with the guidance team prior to student orientations. Counselors visit the schools in March to introduce the courses, programs and get to know the students. From there, students are given three opportunities to visit the school through orientations. Orientations are given to students where they get to tour the campus, visit specific classrooms and talk with teachers and other staff. During the summer time, the YMCA provides a program for rising 6th grade ESE students that help them come on campus for a couple of days of activities and orientation to help their transition. During pre-planning, 6th grade students are given a night to come on campus and get their schedules, meet their teachers, pick up PE clothes, and get their student IDs.

8th to 9th

Future 9th grade students meet with their future guidance counselors (Boone, Colonial and Oak Ridge), during specific days. The counselors bring their program and registration information to the students. The counselors make visits later in the year to pick up course requests and answer questions students may have.

College and Career Readiness

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

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. Students in our AVID program go on college visits and our grade level teams have been named after colleges to help promote higher education.

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

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 regularly 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

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

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.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Conway MS has a tradition of preparing students for success in the post secondary level. Conway offers a variety of high school level courses that allow students to accelerate their learning. Courses such as Spanish I, Earth Space Honors and Algebra I Honors in 7th grade, and Physical Science Honors, Algebra 2 and Spanish 2 in 8th grade allow students to complete up to 6 high school classes before entering high school. Students that are enrolled in these courses are set to take higher level such as AP and college level courses.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Conway Middle School will increase teacher instructional capacity through the use of the Marzano teaching framework to increase rigor and student achievement.

Strategic Goals Detail

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

G1. Conway Middle School will increase teacher instructional capacity through the use of the Marzano teaching framework to increase rigor and student achievement. 1a

G047589

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	77.0

Resources Available to Support the Goal 2

- iObservation feedback
- Staff Development on DQ2, DQ3, and DQ4
- PLC meetings
- Collaborative Teams developing lesson plans, assessments

Targeted Barriers to Achieving the Goal 3

- Lack of teacher knowledge about the Marzano framework.

Plan to Monitor Progress Toward G1. 8

Collect data on the frequency of observations conducted in DQ3 and DQ4

Person Responsible

Michael Scott Hanson

Schedule

Weekly, from 8/11/2014 to 4/30/2015

Evidence of Completion

Evidence will include the iObservation reports that detail which elements are the most frequently observed.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Conway Middle School will increase teacher instructional capacity through the use of the Marzano teaching framework to increase rigor and student achievement. **1**

 G047589

G1.B3 Lack of teacher knowledge about the Marzano framework. **2**

 B140794

G1.B3.S1 Professional development on the Marzano framework, with an enhanced focus the desired effect of the Marzano elements being used. **4**

 S153105

Strategy Rationale

Most teachers have a basic level of background knowledge on the Marzano framework. By focusing on the desired effect for each instructional element, teachers will have a better understanding of what should be included when the strategy is used effectively.

Action Step 1 **5**

Identify areas of need based on previous year Marzano framework data.

Person Responsible

Michael Scott Hanson

Schedule

On 8/22/2014

Evidence of Completion

Evidence will include the cumulative iObservation data from last year. Specific data includes which elements teachers scored low on, which elements were the least coded, and which domains the teachers spent the majority of time in.

Action Step 2 5

Establish professional development calendar to target areas of weakness.

Person Responsible

Michael Scott Hanson

Schedule

On 8/15/2014

Evidence of Completion

Evidence will include a calendar of PD opportunities for the instructional staff to attend.

Action Step 3 5

Professional development on Diving Deeper into DQ 3 & 4

Person Responsible

Michael Scott Hanson

Schedule

On 8/12/2014

Evidence of Completion

Evidence includes school developed powerpoint and district print resources, and staff sign in sheets.

Action Step 4 5

Individual element training in DQ3 and DQ 4

Person Responsible

Lisa Flowers

Schedule

Biweekly, from 9/16/2014 to 12/16/2014

Evidence of Completion

Evidence includes school developed powerpoint and district print resources, and staff sign in sheets.

Action Step 5 5

Weekly observations by admin staff

Person Responsible

Michael Scott Hanson

Schedule

Weekly, from 8/18/2014 to 4/30/2015

Evidence of Completion

Observation counts and feedback in iObservation

Action Step 6 5

Admin meetings reviewing iObservation data

Person Responsible

Michael Scott Hanson

Schedule

Weekly, from 8/18/2014 to 4/30/2015

Evidence of Completion

Admin meeting notes with agenda items including iObservation results and discussions.

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

Monitoring of iObservation data

Person Responsible

Michael Scott Hanson

Schedule

Weekly, from 8/18/2014 to 4/30/2015

Evidence of Completion

Evidence to be collected and analyzed would be from the iObservation system. Data would include domain data, frequency counts of observations, scores of observations, feedback results.

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

Sign in sheets for PD

Person Responsible

Lisa Flowers

Schedule

Monthly, from 8/11/2014 to 1/20/2015

Evidence of Completion

Evidence to be collected will be staff sign in sheets to monitor who attends and who does not.

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

Monitor iObservation data with leadership team

Person Responsible

Michael Scott Hanson

Schedule

Weekly, from 8/11/2014 to 4/30/2015

Evidence of Completion

Evidence would include iObservation results indicating increased teacher improvement from the start of the observation period to the end of the year.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	Identify areas of need based on previous year Marzano framework data.	Hanson, Michael Scott	7/7/2014	Evidence will include the cumulative iObservation data from last year. Specific data includes which elements teachers scored low on, which elements were the least coded, and which domains the teachers spent the majority of time in.	8/22/2014 one-time
G1.B3.S1.A2	Establish professional development calendar to target areas of weakness.	Hanson, Michael Scott	7/7/2014	Evidence will include a calendar of PD opportunities for the instructional staff to attend.	8/15/2014 one-time
G1.B3.S1.A3	Professional development on Diving Deeper into DQ 3 & 4	Hanson, Michael Scott	8/12/2014	Evidence includes school developed powerpoint and district print resources, and staff sign in sheets.	8/12/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A4	Individual element training in DQ3 and DQ 4	Flowers, Lisa	9/16/2014	Evidence includes school developed powerpoint and district print resources, and staff sign in sheets.	12/16/2014 biweekly
G1.B3.S1.A5	Weekly observations by admin staff	Hanson, Michael Scott	8/18/2014	Observation counts and feedback in iObservation	4/30/2015 weekly
G1.B3.S1.A6	Admin meetings reviewing iObservation data	Hanson, Michael Scott	8/18/2014	Admin meeting notes with agenda items including iObservation results and discussions.	4/30/2015 weekly
G1.MA1	Collect data on the frequency of observations conducted in DQ3 and DQ4	Hanson, Michael Scott	8/11/2014	Evidence will include the iObservation reports that detail which elements are the most frequently observed.	4/30/2015 weekly
G1.B3.S1.MA1	Monitor iObservation data with leadership team	Hanson, Michael Scott	8/11/2014	Evidence would include iObservation results indicating increased teacher improvement from the start of the observation period to the end of the year.	4/30/2015 weekly
G1.B3.S1.MA1	Monitoring of iObservation data	Hanson, Michael Scott	8/18/2014	Evidence to be collected and analyzed would be from the iObservation system. Data would include domain data, frequency counts of observations, scores of observations, feedback results.	4/30/2015 weekly
G1.B3.S1.MA2	Sign in sheets for PD	Flowers, Lisa	8/11/2014	Evidence to be collected will be staff sign in sheets to monitor who attends and who does not.	1/20/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Conway Middle School will increase teacher instructional capacity through the use of the Marzano teaching framework to increase rigor and student achievement.

G1.B3 Lack of teacher knowledge about the Marzano framework.

G1.B3.S1 Professional development on the Marzano framework, with an enhanced focus the desired effect of the Marzano elements being used.

PD Opportunity 1

Professional development on Diving Deeper into DQ 3 & 4

Facilitator

Michael Hanson

Participants

All instructional staff

Schedule

On 8/12/2014

PD Opportunity 2

Individual element training in DQ3 and DQ 4

Facilitator

Lisa Flowers

Participants

All instructional staff

Schedule

Biweekly, from 9/16/2014 to 12/16/2014

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0