



## Conway Elementary

4100 LAKE MARGARET DR, Orlando, FL 32812

[www.ocps.net/lc/southeast/ecn](http://www.ocps.net/lc/southeast/ecn)

### School Demographics

|                    |                               |   |
|--------------------|-------------------------------|---|
| <b>School Type</b> | <b>2014-15 Title I School</b> | <b>2015-16 Economically Disadvantaged (FRL) Rate</b><br>(As Reported on Survey 2) |
| Elementary         | Yes                           | 100%  |

|                               |                       |   |
|-------------------------------|-----------------------|---|
| <b>Alternative/ESE Center</b> | <b>Charter School</b> | <b>2015-16 Minority Rate</b><br>(Reported as Non-white on Survey 2) |
| No                            | No                    | 76%   |

### School Grades History

|              |                |                |                |                |
|--------------|----------------|----------------|----------------|----------------|
| <b>Year</b>  | <b>2014-15</b> | <b>2013-14</b> | <b>2012-13</b> | <b>2011-12</b> |
| <b>Grade</b> | C*             | C              | C              | C              |

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

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

### SIP Authority and Template

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

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

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

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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, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

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

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

### 2015-16 DA Category and Statuses

| DA Category | Region            | RED                           |
|-------------|-------------------|-------------------------------|
| Not In DA   | 3                 | <a href="#">Ella Thompson</a> |
| Former F    | Turnaround Status |                               |
| No          |                   |                               |





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

To lead 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**

Home surveys are filled out at the beginning of the year that ask about the students' background, and teachers host weekly class meetings dedicated for building relationships and celebrating achievements. Teachers interact with parents during school events and activities in order to maintain strong relationships with parents and gain insight about students' cultures and backgrounds.

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

CHAMPS has been implemented school-wide to provide positive behavior support. OCPS Character education curriculum is in place for modeling appropriate behavior and to encourage students to treat others in a respectful manner. Character CHAMPS and Responsible Cougar programs help provide recognition and rewards for students.

##### **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**

There is a CHAMPS committee that focuses on setting expectations for school-wide positive behavior support. This committee collaboratively develops procedures that maintain order and creates a safe learning and working environment. School and classroom routines and procedures are addressed in class by the teachers and behavior and discipline data is analyzed to determine data trends with discipline (areas, time of day, grade level, subgroups, etc.) and to identify areas of opportunity that should be reviewed school wide.

##### **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**

Students who exhibit signs of social-emotional stress are referred to the school Guidance Counselor for counseling. In some instances, students require additional services that the school is not able to provide and are referred to outside counseling services that are better able to serve them and meet their individual needs both at the school and in the home environment. The Guidance Counselor and ESE teachers also teach social-emotional skills to small groups of children during the school day.

#### Early Warning Systems

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

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

Early warning indicators are tracked and monitored by members of the Leadership Team.

The early warning indicators include:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension. Attendance trends are monitored by the Registrar and the Guidance Counselor on a regular basis. When a student has reached ten days of excused and or unexcused absences, an attendance meeting is scheduled with the student and the parent.
- One or more suspensions, whether in school or out of school Discipline data is monitored on a monthly basis by the Assistant Principal and Guidance Counselor, and decisions regarding the data are made by the MTSS team on an individual basis.
- Course failure in English Language Arts or Mathematics. Students who are not performing on grade level are monitored by teachers and the Leadership Team. They are placed in the proper intervention group, offered tutoring opportunities and monitored closely for growth.
- A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics. Students who have scored a Level 1 are escalated in the MTSS process, provided priority status for additional support both during and after the school day and their progress is closely monitored by teachers and the Leadership Team.

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

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

| Indicator                       | Grade Level |    |    |    |    |    | Total |
|---------------------------------|-------------|----|----|----|----|----|-------|
|                                 | K           | 1  | 2  | 3  | 4  | 5  |       |
| Attendance below 90 percent     | 23          | 12 | 13 | 8  | 9  | 10 | 75    |
| One or more suspensions         | 0           | 1  | 0  | 0  | 1  | 3  | 5     |
| Course failure in ELA or Math   | 20          | 17 | 43 | 51 | 22 | 51 | 204   |
| Level 1 on statewide assessment | 0           | 0  | 0  | 0  | 0  | 0  |       |

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

| Indicator                                  | Grade Level |   |   |   |   |   | Total |
|--|-------------|---|---|---|---|---|-------|
|  | K           | 1 | 2 | 3 | 4 | 5 |       |
| Students exhibiting two or more indicators | 6           | 3 | 7 | 4 | 3 | 4 | 27    |

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

The students who are identified by the early warning system are provided interventions in order to aid in improving their academic performance. For students who struggle with attendance, intervention meetings are held with the parents and an administrator to discuss and determine strategies to improve attendance rates and the parent and student, if applicable, sign a contract agreeing to these strategies. Students who are not performing at grade level as indicated by ELA and Mathematics state/school assessments are offered before and after school tutoring opportunities to provide additional assistance. Students that have more than one suspension may be placed on an individualized behavior plan that addresses the concern and data is monitored for improvement.

**Family and Community Involvement**

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

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

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

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/200007>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

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

The Partners in Education Program is utilized to establish and maintain relationships with local businesses and community members. Mutual support is provided and the school is able to expand its resources to better serve the students and staff. Once partnerships are established, businesses are invited to community events and are able to volunteer and or donate resources to the school. Through the program, the school is able to successfully sponsor community events and offer additional resources to parents in an effort to increase student achievement. Each year partnerships are discussed, reviewed and renewed.

**Effective Leadership**

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

**School Leadership Team**

**Membership:**

| Name             | Title               |
|------------------|---------------------|
| Maguire, Sean    | Principal           |
| Zizza, Margarita | Assistant Principal |
| Morton, Amber    | Instructional Coach |
| Varn, Terri      | Instructional Coach |
| Tourne, Kelly    | Instructional Coach |
| Jordan, Nicola   | Instructional Coach |
| Sanabria, Nicole | Other               |
| Lawson, David    | Guidance Counselor  |

**Duties**

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

Sean Maguire (Principal):

- Provides a common vision for the use of data based decision-making
- Ensures school resources, including but not limited to, budget, personnel, materials and supplies are maximized to achieve school improvement goals

- Ensures that the school-based team is implementing FCIM, MTSS and addressing School Improvement goals and targets
- Ensures implementation of intervention support and documentation
- Develops documents necessary to manage and display data that addresses goals and targets identified in the SIP
- Designates members of the Leadership Team as grade level liaisons and meets as a Leadership Team for collaboration

Margarita Zizza (Assistant Principal):

- Ensures that the school based team is implementing MTSS and addressing goals and targets in the SIP
- Conducts assessment of MTSS skills of school staff
- Ensures implementation of intervention support and documentation

Kelly Tourne (Instructional Coach):

- Provides professional development to teachers and staff regarding data management and use to drive instruction
- Facilitates all district and state assessments
- Collaborates with staff to ensure student needs are met and SIP goals are addressed

Amber Morton (Reading Coach):

- Provides guidance with K-12 ELA Plan
- Facilitates and supports data collection activities
- Assists in data analysis
- Provides professional development and technical assistance to teachers in regards to data-based instructional planning
- Supports the implementation of Tier I, Tier II and Tier III intervention plans that address goals identified in the SIP
- Collaborates with staff to ensure student needs are met and SIP goals are addressed

Teresa Varn (Math Coach):

- Provides guidance with K-12 Math Plan
- Facilitates and supports data collection activities
- Assists in data analysis
- Provides professional development and technical assistance to teachers in regards to data-based instructional planning
- Supports the implementation of Tier I, Tier II and Tier III intervention plans that address goals identified in the SIP
- Collaborates with staff to ensure student needs are met and SIP goals are addressed

Nicola Jordan (MTSS Coach):

- Ensures that the school based team is implementing MTSS and addressing goals and targets in the SIP
- Ensures implementation of intervention support and documentation
- Coordinates MTSS process
- Ensures adequate professional development to support MTSS implementation
- Communicates with parents regarding school based MTSS plans and activities
- Supports the implementation of Tier I, Tier II and Tier III intervention plans that address goals identified in the SIP
- Collaborates with staff to ensure student needs are met and SIP goals are addressed

David Lawson (Guidance/CCT):

- Provides support for healthy emotional and social development strategies and programs
- Supports ELL students with assessments and strategies for ELL assistance and compliance
- Facilitates and supports data collection activities
- Assists in data analysis

-Supports the implementation of Tier I, Tier II and Tier III intervention plans that address goals identified in the SIP

-Collaborates with staff to ensure student needs are met and SIP goals are addressed

Nicole Sanabria (Staffing Specialist):

-Documents intervention and provides follow-up to ensure student success

-Facilitates and supports data collection activities

-Assists in data analysis

-Supports the implementation of Tier I, Tier II and Tier III intervention plans that address goals identified in the SIP

-Collaborates with staff to ensure student needs are met and SIP goals are addressed

The Leadership Team will attend PLC and data meetings as assigned. Members are responsible for understanding the curriculum at each grade level as well as their Tier II and Tier III intervention needs. Members will use data from Performance Matters to review all assessment data and keep abreast of grade level data and student needs.

***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 meets on a regular basis to discuss the needs of the school and plan action to support the instruction and assessment of students. Individual members of the Leadership Team are assigned to meet weekly with grade level collaborative teams where discussion of Florida Standards, planning of instructional strategies, assessment and intervention takes place. These leadership team members provide information, support and resources to the grade level teams.

Grade level collaborative meetings are followed by bi-weekly data meetings including administrators and instructional coaches to review student performance data and that supports the implementation of FCIM, MTSS and the School Improvement process. During these meetings, it will be determined if teachers are in need of additional support from instructional coaches to assist in the identification of student needs based on current data, to assist in determining suitable interventions, to work with the teachers to monitor assessments and to collaborate on the progress monitoring plan for students as needed.

Conway Elementary is eligible for Title I. Title I and Supplemental Academic Instruction funds will be used to provide after school tutoring to our Level 1 students in grades 3-5 and those who are struggling in grades 1 and 2. Students requiring additional remediation are provided services within the school day as needed. Services include academic remediation, counseling, and physiological needs.

The Homeless Education Program, provided through the McKinney Vento Act, allows for transportation costs and counseling for students who are classified as homeless. We also have a clothes closet and a food pantry available to help provide for students and families in need.

## School Advisory Council (SAC)

### Membership:

| Name            | Stakeholder Group          |
|-----------------|----------------------------|
| Shelly Starling | Parent                     |
| Sean Maguire    | Principal                  |
| Malenny Quiros  | Education Support Employee |
| Nancy Osbourn   | Parent                     |
| Carolina Pena   | Parent                     |
| Tamera Patten   | Teacher                    |
| Lateefa Colburn | Business/Community         |

### 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*

The SAC meets to review the previous year's School Improvement Plan as well as state assessment data to identify areas of strength, identify barriers causing limited growth and areas where the school needs additional focus and resources.

*Development of this school improvement plan*

The School Advisory Council meets as a group and discusses the School Improvement Plan from the previous year. The School Improvement goals were discussed with the instructional staff during pre-planning and with parents on the first day of school (August 24, 2015). Both groups brainstormed possible barriers and strategies for each goal. Input from both groups was used to draft our plan.

*Preparation of the school's annual budget and plan*

The general budget is reviewed annually by the SAC. In addition, School Improvement funds provided by the state are used with board approval towards meeting the goals outlined in the School Improvement Plan.

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

FY 2015 School Improvement Funds were used to fund a Family Science Night. Food was provided for our families. The amount was approximately \$1,000.00.

**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:

| Name             | Title               |
|------------------|---------------------|
| Maguire, Sean    | Principal           |
| Zizza, Margarita | Assistant Principal |
| Morton, Amber    | Instructional Coach |
| Putnam, Shari    | Instructional Media |
| Tourne, Kelly    | Instructional Coach |

## Duties

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

The LLT plans opportunities for training and professional development in the area of standards based instruction and meeting the LAFS for grades K-5. The LLT also plans school wide family nights focused on literacy to build strong foundations for reading at home and school. The Accelerated Reading Program is also used to increase student engagement in ELA strategies. There will be a school-wide focus on embedding writing in all content areas.

## 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**

Our school operates under the DuFour model of Professional Learning Communities. Teachers are grouped together by grade level to form collaborative teams and have common planning time that is used to focus on data analysis and best practices regarding instruction. These collaborative teams meet weekly to address the Florida Continuous Improvement Model (FCIM) and determine the most effective way to address the Florida State Standards in each subject area. Members of the Leadership Team are assigned to each of these collaborative teams to provide assistance and act as a resource during the collaborative meetings. Teachers are also given the opportunity to observe their peers during instructional rounds in order to gain insight regarding new strategies that address unique student needs.

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

The OCPS E-Recruiting system is utilized to seek out highly qualified candidates and all instructional applicant resumes are reviewed and verbal references are obtained to ensure candidates are highly qualified and of high quality. Hired staff are provided with quality professional development opportunities, led by school instructional coaches, covering the Florida Standards and the Marzano Instructional Framework. The current partnership with the University of Central Florida provides the opportunity to aid in the development of future highly-qualified educators as junior and senior interns.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Beginning teachers are paired with veteran teachers who will mentor them throughout the year. They will participate in weekly meetings to discuss lesson planning, classroom management, effective teaching strategies and effective communication skills. There will be monthly meetings for new teachers that are conducted by the Instructional Coach to ensure beginning teachers are progressing and are equipped with what they need in order to be successful. The monthly meetings focus on planning, teacher observations, school initiatives, and OCPS policies and procedures.

## 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***

Teachers utilize the Scope and Sequence and MTP's that are provided by the OCPS Teaching and Learning department as a guide for planning instruction. There is time dedicated for common planning which is spent looking at the Florida Standards and creating engaging ways to instruct students. Learning goals and performance scales that are aligned to the Florida Standards and the Marzano Instructional Framework are also posted in each classroom for the core subject areas. Lesson plans are posted online and checked by school administrators and coaches each week. Walkthroughs and observations are conducted regularly by the leadership team to ensure that instruction is aligned to their plans, the Florida Standards and the Marzano Instructional Framework.

### 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***

State, district and school data is analyzed on a regular basis to ensure all students are continually progressing academically. Every student receives Tier I instruction and students who have been identified through data analysis as having difficulty attaining proficiency also receive Tier II instruction that is targeted to meet their unique instructional needs. Tier II instruction is provided in a smaller setting and students who need more intensive interventions receive Tier III instruction in addition to Tier I and Tier II. Tier II and Tier III intervention materials are approved interventions in the K-12 Reading and Math Plans. Students who are struggling as identified through data analysis are also offered tutoring after school where they will receive extra time and support in specific areas of deficiency.

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

**Strategy: After School Program**

**Minutes added to school year: 3,200**

We will be targeting students in the lowest 30% academically. The after school tutoring groups will meet on Monday, Tuesday and Thursday of each week for a one hour period of time.

**Strategy Rationale**

Students who struggle in reading often have gaps in their understanding of foundational reading skills and require additional time to process and practice these skills. After school tutoring provides students with additional time, in a small group setting, to progress towards grade level.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Zizza, Margarita, margarita.zizza@ocps.net

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

Progress monitoring data associated with the programs being used will be collected and analyzed for effectiveness and to demonstrate student performance. Instruction will then be modified based on this student assessment data. The coordinator will submit data to the Title I Department each month.

**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**

Conway Elementary offers a full day Pre-Kindergarten program for four-year olds funded by VPK and Title I to prepare students for Kindergarten.

We also have a PreK VE classroom where students are supported by their teacher to meet the individualized goals on their IEP. All instruction is aimed at preparing students for success in kindergarten.

In the spring, Conway hosts a Kindergarten Round up to register and orient new students and their families to the school. At that time, students and their families tour the school and are given a glimpse of the school day and expectations. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice, and independent practice of all academic and/or social emotional skills identified by the screening data. Social skills instruction will occur daily and will be reinforced throughout the day through the use of a common language, re-teaching, modeling and positive reinforcement of pro-social behavior.

Conway has a strong, ongoing relationship with the middle schools where 5th grade students will attend. Conway MS receives the majority of the students from Conway ES, so interim checks and vertical alignment are held throughout the school year. In the spring, the guidance counselors from Conway MS meet with the students at Conway ES to identify course selection and potential needs so that the rising sixth graders are more likely to be successful. This transition process has been successful in the past, and will continue, with adjustments, as needed.

## 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***

To advance college and career awareness, Conway provides multiple exposures to college and career options for students including providing a college bound atmosphere campus-wide. Conway also has a college shirt day weekly where staff and students are encouraged to wear collegiate apparel to bring attention and support towards college readiness. In addition, independent learning and leadership is fostered to prepare students for college and career readiness through the implementation of safety patrols and the MAGIC program.

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

To prepare our students for 21st century careers with technology and industry, Conway has increased access to digital curriculum and access through the use of iStation Reading, Accelerated Reader, and HMH Think Central for interactive lessons and digital experiments to provide real world experiences. Additional Smart Boards and technology integration in the classroom is implemented to prepare 21st century learners for careers involving computers, virtual manipulatives and labs, and safe searches on the internet for research projects. Students also work with learning how to utilize and monitor technology through the news production crew which rotates throughout the year to provide fourth grade students with the opportunity to learn and experience the multimedia production process.

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

STEM inquiry investigations and experiments are taking place within the academic instruction to provide hands on experience with science, math, engineering, and technology integration and problem solving in real world situations. In addition, we are utilizing computer based intervention and motivation programs such as iStation, Accelerated Reader to build academic achievement and increase motivation.

### ***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***

The strategies implemented at Conway for improving student readiness based on the annual analysis of the High School Feedback report include immediate assessments, intensive interventions, and strategic fluid instructional groups. Beginning of the year diagnostic assessments provided through DRA, literacy surveys, anecdotal records, iStation will be used to identify deficiencies. Teachers will form fluid and strategic intervention groups to provide remediation and enrichment support starting in September and continuing throughout the school year to increase reading and math proficiency to prepare students for on grade level or above coursework in their later academic career. In addition, STEM activities are embedded in the instruction to provide real world problem solving integration and prepare 21st century learners for future academics in science, math, engineering, or technology fields. Another strategy is the implementation and digital access through the use of computer programs and digital curriculum to prepare learners for communicating and demonstrating knowledge with technology as a means of communication. The End of the Year Ceremony recognizes students accomplishments in elementary school and prepares them for their middle school experience by honoring fifth grade students and creating a vision of learning for future years in front of their families at the middle school campus.

## Needs Assessment

## Problem Identification

### Data to Support Problem Identification

#### Portfolio Selection

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

#### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Teachers will deepen knowledge of rigorous, standards based instruction and the roles that formative assessment data and the Instructional Framework play in order to ensure college and career readiness. (Division Priority: Ensure Career and College Readiness)
  
- G2.** Through collaborative lesson planning, teachers will increase proficiency in standards-based instruction and thereby provide rigorous and engaging lessons that increase the relevance of the content and accelerate student performance. (Division Priority: Accelerate Student Performance)

## Strategic Goals Detail

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

**G1.** Teachers will deepen knowledge of rigorous, standards based instruction and the roles that formative assessment data and the Instructional Framework play in order to ensure college and career readiness.  
(Division Priority: Ensure Career and College Readiness) 1a

G072824

**Targets Supported** 1b

| Indicator                  | Annual Target |
|----------------------------|---------------|
| AMO Reading - All Students | 73.0          |
| AMO Math - All Students    | 74.0          |
| AMO Math - ED              | 72.0          |
| AMO Reading - ELL          | 63.0          |

**Resources Available to Support the Goal** 2

- Instructional Coach
- Reading Coach
- Math Coach
- MTSS Coach

**Targeted Barriers to Achieving the Goal** 3

- Lack of deep understanding of the Florida Standards.

**Plan to Monitor Progress Toward G1.** 8

Coach created "checkpoints" will be created to measure students' understanding of standard and alignment of student mastery from teacher created formative assessments.

**Person Responsible**  
Margarita Zizza

**Schedule**  
Biweekly, from 8/17/2015 to 6/3/2016

**Evidence of Completion**  
Data will be collected from the checkpoints to be analyzed and submitted to the Learning Community.

**G2.** Through collaborative lesson planning, teachers will increase proficiency in standards-based instruction and thereby provide rigorous and engaging lessons that increase the relevance of the content and accelerate student performance. (Division Priority: Accelerate Student Performance) 1a

G072825

**Targets Supported** 1b

| Indicator                               | Annual Target |
|---|---------------|
| Effective Teachers (Performance Rating) | 90.0          |
| ELA/Reading Gains                       | 70.0          |
| Math Gains                              | 70.0          |

**Resources Available to Support the Goal** 2

- Coaching support - Math Coach, Reading Coach, MTSS Coach, Instructional Coach
- MTPs/Scope and Sequence

**Targeted Barriers to Achieving the Goal** 3

- Lack of deep understanding of the connection between the standards and the Instructional Framework to create rigorous instruction.

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

Use iObservation to monitor effectiveness of use of Marzano instructional strategies including planning and formative assessment.

**Person Responsible**

Sean Maguire

**Schedule**

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

**Evidence of Completion**

iObservation data, lesson plan feedback forms and formative assessment samples

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

School-wide assistance team (SWAT)

**Person Responsible**

Sean Maguire

**Schedule**

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

**Evidence of Completion**

Weekly minutes and lesson plan review

## Action Plan for Improvement

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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Teachers will deepen knowledge of rigorous, standards based instruction and the roles that formative assessment data and the Instructional Framework play in order to ensure college and career readiness. (Division Priority: Ensure Career and College Readiness) **1**

 G072824

**G1.B1** Lack of deep understanding of the Florida Standards. **2**

 B190033

**G1.B1.S1** Provide Professional Development in LAFS and MAFS, including deconstructing standards, Hess Model, selecting learning targets, and item specifications. **4**

 S201426

### Strategy Rationale

Stakeholder input overwhelmingly indicated a need to address understanding of the standard and expected student outcomes to show mastery.

### Action Step 1 **5**

Provide ongoing professional development in LAFS

#### Person Responsible

Amber Morton

#### Schedule

Monthly, from 7/27/2015 to 2/26/2016

#### Evidence of Completion

Sign-in sheets PowerPoints.

**Action Step 2** 5

Provide ongoing professional development in MAFS

**Person Responsible**

Terri Varn

**Schedule**

Monthly, from 7/27/2015 to 2/26/2016

**Evidence of Completion**

Sign-in sheets, PowerPoints.

**Action Step 3** 5

Differentiated coaching will be provided to ensure teachers have a clear understanding of the standards and planning process.

**Person Responsible**

Sean Maguire

**Schedule**

Weekly, from 11/2/2015 to 5/31/2016

**Evidence of Completion**

Differentiated iObservation feedback.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Conduct Lesson Plan Review

**Person Responsible**

Margarita Zizza

**Schedule**

Weekly, from 8/17/2015 to 5/27/2016

**Evidence of Completion**

LP feedback forms, iObservation discussion feedback.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Conduct teacher observations and provide actionable feedback through the iObservation tool.

**Person Responsible**

Sean Maguire

**Schedule**

Weekly, from 9/8/2015 to 5/27/2016

***Evidence of Completion***

Coaches meeting agendas and minutes, iObservation content area scores.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Create and monitor iObservation reports

**Person Responsible**

Sean Maguire

**Schedule**

Biweekly, from 9/8/2015 to 5/2/2016

***Evidence of Completion***

Increase of effectiveness in content Design Questions

**G1.B1.S2** Provide Professional Development and Technical Assistance in formative assessment and the MTSS process. 4

 S201427

### Strategy Rationale

Stakeholder input indicated a need to address writing formative assessment that accurately measures student understanding of learning targets and Florida Standards.

### Action Step 1 5

Conduct Professional Development in formative assessment and use of data through collaborative planning and PLCs.

#### Person Responsible

Margarita Zizza

#### Schedule

Monthly, from 7/27/2015 to 2/26/2016

#### Evidence of Completion

Sign-in sheets, PowerPoints, Professional Notebook review

### Action Step 2 5

Create and present Conway Elementary MTSS manual to address and support the use of formative assessment data with MTSS process.

#### Person Responsible

Nicola Jordan

#### Schedule

On 4/29/2016

#### Evidence of Completion

MTSS Manual, Sign-in sheets, professional notebook reflections

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Monitor alignment of formative assessments

**Person Responsible**

Margarita Zizza

**Schedule**

Monthly, from 7/27/2015 to 5/27/2016

***Evidence of Completion***

Review lesson plans and embedded formative assessment alignment

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Monitor intervention effectiveness as a result of differentiation

**Person Responsible**

Nicola Jordan

**Schedule**

On 5/27/2016

***Evidence of Completion***

Data meeting notes and formative assessment reports

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Monitor data from embedded formative assessment to ensure standards are being met.

**Person Responsible**

Margarita Zizza

**Schedule**

Biweekly, from 8/17/2015 to 5/27/2016

***Evidence of Completion***

We should see an increase in student mastery of standards over time.

**G2.** Through collaborative lesson planning, teachers will increase proficiency in standards-based instruction and thereby provide rigorous and engaging lessons that increase the relevance of the content and accelerate student performance. (Division Priority: Accelerate Student Performance) 1

G072825

**G2.B2** Lack of deep understanding of the connection between the standards and the Instructional Framework to create rigorous instruction. 2

B190035

**G2.B2.S1** Provide professional development connecting the Instructional Framework to rigorous standards-based instruction. 4

S201429

### Strategy Rationale

Teachers have shown difficulty in effectively utilizing Marzano strategies to meet the rigor of the standard.

### Action Step 1 5

Provide professional development on instructional framework specifically targeting elements 10 - Processing new content and element 18 - Examining reasoning.

#### Person Responsible

Sean Maguire

#### Schedule

Quarterly, from 8/17/2015 to 5/2/2016

#### Evidence of Completion

Sign in sheets, presentations, reflections in Professional Notebooks

### Action Step 2 5

Provide professional development on instructional framework specifically targeting elements 1- Learning goals and scales and element 6- Identifying critical content embedded in our collaborative planning.

#### Person Responsible

Sean Maguire

#### Schedule

Weekly, from 10/5/2015 to 5/27/2016

#### Evidence of Completion

Lesson plans, PLC notes, iObservation reports

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Monitor iObservation data during coaches meetings

**Person Responsible**

Sean Maguire

**Schedule**

Weekly, from 9/7/2015 to 6/3/2016

**Evidence of Completion**

Coaches meeting notes, examples of observations and feedback

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Professional Notebooks

**Person Responsible**

Kelly Tourne

**Schedule**

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

**Evidence of Completion**

Collect and provide feedback on teachers reflections in their professional notebooks

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Monitor iObservation Reports

**Person Responsible**

Sean Maguire

**Schedule**

Monthly, from 9/7/2015 to 6/3/2016

**Evidence of Completion**

Monitor reports in relation to teacher growth within targeted elements

**G2.B2.S2** In addition to weekly PLCs, schedule additional planning days for each grade level (Aug., Sept., Nov., Jan., & Mar.) to allow more time for collaborative planning to create deeper understanding of the standards. **4**

 S201430

### **Strategy Rationale**

Intentionally structure time for collaborative planning to ensure understanding of content for rigorous standards-based instruction

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

Coordinate calendar, substitutes, space and coaching support

#### **Person Responsible**

Kelly Tourne

#### **Schedule**

Quarterly, from 7/27/2015 to 5/27/2016

#### **Evidence of Completion**

Meeting agendas, Lesson Plans

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

Provide differentiated support through the planning process based on grade level needs.

#### **Person Responsible**

Sean Maguire

#### **Schedule**

#### **Evidence of Completion**

Collaborative planning agendas, lesson plans

**Plan to Monitor Fidelity of Implementation of G2.B2.S2 6**

Attend and provide feedback during collaborative planning meetings

**Person Responsible**

Sean Maguire

**Schedule**

Biweekly, from 9/17/2015 to 5/27/2016

**Evidence of Completion**

PLC notes

**Plan to Monitor Fidelity of Implementation of G2.B2.S2 6**

Conduct lesson plans review and monitor effectiveness of feedback

**Person Responsible**

Margarita Zizza

**Schedule**

Biweekly, from 8/17/2015 to 11/27/2015

**Evidence of Completion**

Growth in lesson planning focus and effectiveness on feedback

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7**

Measure the effectiveness of standards-based instruction by monitoring the increase in student performance

**Person Responsible**

Sean Maguire

**Schedule**

On 5/27/2016

**Evidence of Completion**

Formative assessments, Summative assessments and state assessments

**Appendix 1: Implementation Timeline**

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

**Orange - 0551 - Conway Elementary - 2015-16 SIP**  
*Conway Elementary*

| Source       | Task, Action Step or Monitoring Activity   | Who              | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/ End Date  |
|--------------|--|------------------|-------------------------------|---|---------------------|
| G1.B1.S1.A1  | Provide ongoing professional development in LAFS   | Morton, Amber    | 7/27/2015                     | Sign-in sheets PowerPoints.   | 2/26/2016 monthly   |
| G1.B1.S2.A1  | Conduct Professional Development in formative assessment and use of data through collaborative planning and PLCs.  | Zizza, Margarita | 7/27/2015                     | Sign-in sheets, PowerPoints, Professional Notebook review   | 2/26/2016 monthly   |
| G2.B2.S1.A1  | Provide professional development on instructional framework specifically targeting elements 10 - Processing new content and element 18 - Examining reasoning.  | Maguire, Sean    | 8/17/2015                     | Sign in sheets, presentations, reflections in Professional Notebooks                                | 5/2/2016 quarterly  |
| G2.B2.S2.A1  | Coordinate calendar, substitutes, space and coaching support   | Tourne, Kelly    | 7/27/2015                     | Meeting agendas, Lesson Plans   | 5/27/2016 quarterly |
| G1.B1.S1.A2  | Provide ongoing professional development in MAFS   | Varn, Terri      | 7/27/2015                     | Sign-in sheets, PowerPoints.  | 2/26/2016 monthly   |
| G1.B1.S2.A2  | Create and present Conway Elementary MTSS manual to address and support the use of formative assessment data with MTSS process.  | Jordan, Nicola   | 8/31/2015                     | MTSS Manual, Sign-in sheets, professional notebook reflections                                      | 4/29/2016 one-time  |
| G2.B2.S1.A2  | Provide professional development on instructional framework specifically targeting elements 1- Learning goals and scales and element 6- Identifying critical content embedded in our collaborative planning. | Maguire, Sean    | 10/5/2015                     | Lesson plans, PLC notes, iObservation reports   | 5/27/2016 weekly    |
| G2.B2.S2.A2  | Provide differentiated support through the planning process based on grade level needs.  | Maguire, Sean    | 4/29/2016                     | Collaborative planning agendas, lesson plans  | one-time            |
| G1.B1.S1.A3  | Differentiated coaching will be provided to ensure teachers have a clear understanding of the standards and planning process.  | Maguire, Sean    | 11/2/2015                     | Differentiated iObservation feedback.   | 5/31/2016 weekly    |
| G1.MA1       | Coach created "checkpoints" will be created to measure students' understanding of standard and alignment of student mastery from teacher created formative assessments.                                      | Zizza, Margarita | 8/17/2015                     | Data will be collected from the checkpoints to be analyzed and submitted to the Learning Community. | 6/3/2016 biweekly   |
| G1.B1.S1.MA1 | Create and monitor iObservation reports  | Maguire, Sean    | 9/8/2015                      | Increase of effectiveness in content Design Questions   | 5/2/2016 biweekly   |
| G1.B1.S1.MA1 | Conduct Lesson Plan Review   | Zizza, Margarita | 8/17/2015                     | LP feedback forms, iObservation discussion feedback.  | 5/27/2016 weekly    |
| G1.B1.S1.MA2 | Conduct teacher observations and provide actionable feedback through the iObservation tool.  | Maguire, Sean    | 9/8/2015                      | Coaches meeting agendas and minutes, iObservation content area scores.                              | 5/27/2016 weekly    |
| G1.B1.S2.MA1 | Monitor data from embedded formative assessment to ensure standards are being met.   | Zizza, Margarita | 8/17/2015                     | We should see an increase in student mastery of standards over time.                                | 5/27/2016 biweekly  |
| G1.B1.S2.MA1 | Monitor alignment of formative assessments   | Zizza, Margarita | 7/27/2015                     | Review lesson plans and embedded formative assessment alignment                                     | 5/27/2016 monthly   |
| G1.B1.S2.MA3 | Monitor intervention effectiveness as a result of differentiation  | Jordan, Nicola   | 9/1/2015                      | Data meeting notes and formative assessment reports   | 5/27/2016 one-time  |
| G2.MA1       | Use iObservation to monitor effectiveness of use of Marzano instructional strategies including planning and formative assessment.  | Maguire, Sean    | 8/24/2015                     | iObservation data, lesson plan feedback forms and formative assessment samples                      | 6/8/2016 weekly     |
| G2.MA2       | School-wide assistance team (SWAT)   | Maguire, Sean    | 8/24/2015                     | Weekly minutes and lesson plan review   | 6/8/2016 weekly     |
| G2.B2.S1.MA1 | Monitor iObservation Reports   | Maguire, Sean    | 9/7/2015                      | Monitor reports in relation to teacher growth within targeted elements                              | 6/3/2016 monthly    |

| Source       | Task, Action Step or Monitoring Activity   | Who              | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date  |
|--------------|--|------------------|-------------------------------|--|---------------------|
| G2.B2.S1.MA1 | Monitor iObservation data during coaches meetings  | Maguire, Sean    | 9/7/2015                      | Coaches meeting notes, examples of observations and feedback                         | 6/3/2016 weekly     |
| G2.B2.S1.MA2 | Professional Notebooks   | Tourne, Kelly    | 8/17/2015                     | Collect and provide feedback on teachers reflections in their professional notebooks | 6/3/2016 monthly    |
| G2.B2.S2.MA1 | Measure the effectiveness of standards-based instruction by monitoring the increase in student performance | Maguire, Sean    | 9/17/2015                     | Formative assessments, Summative assessments and state assessments                   | 5/27/2016 one-time  |
| G2.B2.S2.MA1 | Attend and provide feedback during collaborative planning meetings   | Maguire, Sean    | 9/17/2015                     | PLC notes  | 5/27/2016 biweekly  |
| G2.B2.S2.MA2 | Conduct lesson plans review and monitor effectiveness of feedback  | Zizza, Margarita | 8/17/2015                     | Growth in lesson planning focus and effectiveness on feedback                        | 11/27/2015 biweekly |

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** Teachers will deepen knowledge of rigorous, standards based instruction and the roles that formative assessment data and the Instructional Framework play in order to ensure college and career readiness.  
(Division Priority: Ensure Career and College Readiness)

**G1.B1** Lack of deep understanding of the Florida Standards.

**G1.B1.S1** Provide Professional Development in LAFS and MAFS, including deconstructing standards, Hess Model, selecting learning targets, and item specifications.

### **PD Opportunity 1**

Provide ongoing professional development in LAFS

#### **Facilitator**

Amber Morton

#### **Participants**

All Instructional Staff

#### **Schedule**

Monthly, from 7/27/2015 to 2/26/2016

### **PD Opportunity 2**

Provide ongoing professional development in MAFS

#### **Facilitator**

Terri Varn

#### **Participants**

All instructional staff

#### **Schedule**

Monthly, from 7/27/2015 to 2/26/2016

**G1.B1.S2** Provide Professional Development and Technical Assistance in formative assessment and the MTSS process.

**PD Opportunity 1**

Conduct Professional Development in formative assessment and use of data through collaborative planning and PLCs.

**Facilitator**

Margarita Zizza

**Participants**

All instructional staff

**Schedule**

Monthly, from 7/27/2015 to 2/26/2016

**G2.** Through collaborative lesson planning, teachers will increase proficiency in standards-based instruction and thereby provide rigorous and engaging lessons that increase the relevance of the content and accelerate student performance. (Division Priority: Accelerate Student Performance)

**G2.B2** Lack of deep understanding of the connection between the standards and the Instructional Framework to create rigorous instruction.

**G2.B2.S1** Provide professional development connecting the Instructional Framework to rigorous standards-based instruction.

**PD Opportunity 1**

Provide professional development on instructional framework specifically targeting elements 10 - Processing new content and element 18 - Examining reasoning.

**Facilitator**

Kelly Tourne/Sean Maguire

**Participants**

All instructional staff

**Schedule**

Quarterly, from 8/17/2015 to 5/2/2016

## PD Opportunity 2

Provide professional development on instructional framework specifically targeting elements 1- Learning goals and scales and element 6- Identifying critical content embedded in our collaborative planning.

### Facilitator

Terri Varn, Amber Morton, Kelli Tourne, Margarita Zizza and Sean Maguire

### Participants

All instructional staff

### Schedule

Weekly, from 10/5/2015 to 5/27/2016

**G2.B2.S2** In addition to weekly PLCs, schedule additional planning days for each grade level (Aug., Sept., Nov., Jan., & Mar.) to allow more time for collaborative planning to create deeper understanding of the standards.

## PD Opportunity 1

Coordinate calendar, substitutes, space and coaching support

### Facilitator

Kelly Tourne

### Participants

All instructional staff

### Schedule

Quarterly, from 7/27/2015 to 5/27/2016

## PD Opportunity 2

Provide differentiated support through the planning process based on grade level needs.

### Facilitator

Terri Varn, Amber Morton

### Participants

All instructional staff

### Schedule

## Technical Assistance Items

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

**G1.** Teachers will deepen knowledge of rigorous, standards based instruction and the roles that formative assessment data and the Instructional Framework play in order to ensure college and career readiness. (Division Priority: Ensure Career and College Readiness)

**G1.B1** Lack of deep understanding of the Florida Standards.

**G1.B1.S2** Provide Professional Development and Technical Assistance in formative assessment and the MTSS process.

**PD Opportunity 1**

Create and present Conway Elementary MTSS manual to address and support the use of formative assessment data with MTSS process.

**Facilitator**

Nicola Jordan

**Participants**

All instructional staff

**Schedule**

On 4/29/2016

## Budget

| <b>Budget Data</b> |                    |   |  |                |     |                    |
|--------------------|--------------------|---|--|----------------|-----|--------------------|
| <b>1</b>           | <b>G1.B1.S1.A1</b> | <b>Provide ongoing professional development in LAFS</b> |  |                |     | <b>\$67,539.00</b> |
|                    | Function           | Object  | Budget Focus                                       | Funding Source | FTE | 2015-16            |
|                    | 6300               | 130-Other Certified Instructional Personnel             | 0551 - Conway Elementary                           | Title I Part A |     | \$64,539.00        |
|                    |                    |   | <i>Notes: Amber Morton- Reading/Literacy Coach</i> |                |     |                    |
|                    | 6300               | 140-Substitute Teachers                                 | 0551 - Conway Elementary                           | Title I Part A |     | \$3,000.00         |
|                    |                    |   | <i>Notes: Substitutes for select training</i>      |                |     |                    |
| <b>2</b>           | <b>G1.B1.S1.A2</b> | <b>Provide ongoing professional development in MAFS</b> |  |                |     | <b>\$67,539.00</b> |
|                    | Function           | Object  | Budget Focus                                       | Funding Source | FTE | 2015-16            |
|                    | 6300               | 130-Other Certified Instructional Personnel             | 0551 - Conway Elementary                           | Title I Part A |     | \$64,539.00        |

| <b>Budget Data</b> |                    |   |                          |   |               |                     |
|--------------------|--------------------|---|--------------------------|---|---------------|---------------------|
|                    |                    |   |                          | <i>Notes: Terri Varn- Math Coach</i>  |               |                     |
|                    | 6300               | 140-Substitute Teachers   | 0551 - Conway Elementary | Title I Part A  |               | \$3,000.00          |
|                    |                    |   |                          | <i>Notes: Substitutes for PD/Planning</i>   |               |                     |
| <b>3</b>           | <b>G1.B1.S1.A3</b> | <b>Differentiated coaching will be provided to ensure teachers have a clear understanding of the standards and planning process.</b>  |                          |   |               | <b>\$0.00</b>       |
| <b>4</b>           | <b>G1.B1.S2.A1</b> | <b>Conduct Professional Development in formative assessment and use of data through collaborative planning and PLCs.</b>  |                          |   |               | <b>\$4,000.00</b>   |
|                    | Function           | Object  | Budget Focus             | Funding Source  | FTE           | 2015-16             |
|                    | 6300               | 110026-SALARY/WAGES - OVERTIME  | 0551 - Conway Elementary | General Fund  |               | \$4,000.00          |
|                    |                    |   |                          | <i>Notes: Planning days in August</i>   |               |                     |
| <b>5</b>           | <b>G1.B1.S2.A2</b> | <b>Create and present Conway Elementary MTSS manual to address and support the use of formative assessment data with MTSS process.</b>  |                          |   |               | <b>\$64,539.00</b>  |
|                    | Function           | Object  | Budget Focus             | Funding Source  | FTE           | 2015-16             |
|                    | 6400               | 100-Salaries  | 0551 - Conway Elementary | Title I Part A  |               | \$64,539.00         |
|                    |                    |   |                          | <i>Notes: Nicola Jordan- MTSS Coach</i>   |               |                     |
| <b>6</b>           | <b>G2.B2.S1.A1</b> | <b>Provide professional development on instructional framework specifically targeting elements 10 - Processing new content and element 18 - Examining reasoning.</b>  |                          |   |               | <b>\$5,000.00</b>   |
|                    | Function           | Object  | Budget Focus             | Funding Source  | FTE           | 2015-16             |
|                    | 6400               | 510-Supplies  | 0551 - Conway Elementary | General Fund  |               | \$5,000.00          |
|                    |                    |   |                          | <i>Notes: Related books on Instructional Framework including The Art and Science of Teaching, The Reflective Teacher, and the Essentials of Achieving Rigor Series.</i> |               |                     |
| <b>7</b>           | <b>G2.B2.S1.A2</b> | <b>Provide professional development on instructional framework specifically targeting elements 1- Learning goals and scales and element 6- Identifying critical content embedded in our collaborative planning.</b> |                          |   |               | <b>\$0.00</b>       |
| <b>8</b>           | <b>G2.B2.S2.A1</b> | <b>Coordinate calendar, substitutes, space and coaching support</b>   |                          |   |               | <b>\$0.00</b>       |
| <b>9</b>           | <b>G2.B2.S2.A2</b> | <b>Provide differentiated support through the planning process based on grade level needs.</b>  |                          |   |               | <b>\$0.00</b>       |
|                    |                    |   |                          |   | <b>Total:</b> | <b>\$208,617.00</b> |