Orange County Public Schools

Conway Elementary

2016-17 Schoolwide Improvement Plan

Conway Elementary

4100 LAKE MARGARET DR, Orlando, FL 32812

https://conwayes.ocps.net/

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	75%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	C	C

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Conway Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

a. 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 to 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.

b. 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.

c. 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.

d. 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.

This year each child has been assigned a non-classroom support team member as an advocate to assist students with goal setting and tracking on a quarterly basis. This will stregthen relationships with staff members other than their assigned classroom teacher and help students become more accountable in their learning. It will also allow support for students that are struggling as well as encouraging those that are successful. 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.

3. Early Warning Systems

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

a. 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. Conway Elementary utilizes layers of support that provide interventions in the areas of academics, behavior, and attendance.

For those students who are performing moderately to significantly below grade level, students are identified and assigned to the appropriate tier (tier II or tier II). Based on performance data and the students' tier placement, the identified students receive appropriate interventions and data are collected as part of the progress monitoring process. Students receiving academic interventions participate in a minimum of 30 minutes per day of research-based reading and/or math interventions, after school tutoring, and additional intervention in reading/math, outside of the daily 30 minutes of research-based intervention.

For students exhibiting behaviors that impede academic progress, the Multi-Tiered System of Supports team (MTSS) meets to discuss the observed behaviors and develop interventions and action plans. The MTSS team consists of the teachers, staffing specialist, MTSS coordinator, guidance counselor, parents, and principal or appointee. The MTSS team decides on interventions and the progress monitoring process that will be used to collect data. Additionally, the school guidance counselor may be assigned to work with identified students on social skills, anger management, peer relationships, and other areas.

For attendance, the registrar, assistant principal, and social worker identify truant students on a weekly basis through reports derived from the Student Management System (SMS). Based on 5-day and 10-day absences, or 10 or more tardies (within a specified amount of time) early warning truancy letters are sent to parents. Phone calls are placed to parents and families that have students receiving the truancy letters. If truancy continues, early intervention truancy meetings are held and parents are placed on an attendance contract. The school social worker and guidance counselor also provide resources and agency contacts to parents that may have extenuating circumstances leading to their child(ren)'s truancy.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	12	12	10	9	7	9	0	0	0	0	0	0	0	59
One or more suspensions	2	2	1	1	1	3	0	0	0	0	0	0	0	10
Course failure in ELA or Math	2	1	1	5	0	0	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	35	35	32	0	0	0	0	0	0	0	102

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	2	0	10	3	5	0	0	0	0	0	0	0	21

c. 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/306862.

2. Description

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

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Maguire, Sean	Principal
Morton, Amber	Instructional Coach
Tourne, Kelly	Instructional Coach
Jordan, Nicola	Instructional Coach
Sanabria, Nicole	Other
Lawson, David	School Counselor
Varn, Teresa	Instructional Coach

b. Duties

1. 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

Vacant (listed duties filled by Sean Maguire, principal until replacement secured) (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.

2. 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.

The following steps are outlined to identify, implement, and monitor the effectiveness of the school's MTSS (Multi-Tiered Support System) and School Improvement Plan (SIP) structures:
1) Identification of student(s), based on below grade level performance on school/district/state benchmark assessments (by teacher or MTSS team), or at the request of a parent/guardian.
2) A meeting is scheduled with parent/guardian, teacher(s), and MTSS team members to review data of identified student to determine the severity of skills deficits and determine the level of support which the student will receive (Tier II or Tier III).
3) An action plan will be created, based on the data reviewed and analyzed in Step 2. The student's skills deficits will be analyzed to determine the cause and identify specific skills in need of support/ intervention. Based on the support needed and level of tier identified, intervention and progress monitoring will commence.
4) Research-based interventions and supports will be provided to the identified students, and curriculum-based measurements will be utilized to assess the progress of the student (progress monitoring). The progress monitoring process will occur for 4-6 weeks, allowing time to collect a minimum of 3 data points.
5) After the 4-6 week intervention cycle and/or 3 data points are collected, the data will be analyzed to determine modification of support.
6) If growth is minimal or non-existent, additional interventions will be implemented and/or the intensity of interventions will be increased (dependent on data from prior interventions).
Concurrently, the implementation of standards-based curriculum will be done with fidelity in all classrooms. Classroom walk-throughs and teacher observations will occur to ensure the fidelity of instruction. Small group support, individual support, and additional resources (human and instructional) will be identified and provided, 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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Clara Rivera	Parent
Nancy Osbourne	Parent
Sean Maguire	Principal
Shelly Starling	Parent
Charity Reeves	Parent
Sylvia Baer	Business/Community
Tameika Ward	Parent
Liliana Bauza	Parent
Maria Vizcarrondo	Parent
Dayma Megun	Parent
Kelly Tourne	Teacher
Yahima Gonzalez	Parent
Malenny Quirios	Education Support Employee

b. Duties

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

a. 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.

b. 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. Both groups brainstormed possible barriers and strategies for each goal. Input from both groups was used to draft our plan.

c. 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.

2. 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.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Maguire, Sean	Principal
Morton, Amber	Instructional Coach
Tourne, Kelly	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

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

1. 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. As an essential part of our planning, this year we will be facilitating vertical planning throughout grade levels in order to identify and support areas of strength and areas that need improvement.

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.

2. 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.

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

In order to retain highly qualified teachers (beginning and new to school or district), the following activities and opportunities are provided:
-New Teacher Induction (school-based, monthly throughout school year)
-Ongoing professional development opportunities (school-based, district, and web-based workshops/ training)
-Participation in Professional Learning Communities (grade level and topic-focused)
-Opportunities to participate in peer observations or instructional rounds (observing master teachers and reflecting on practices)
-Mentoring from highly qualified and effective teachers
-Opportunities to participate in the coaching cycle (modeling of effective practices and observations by content-area coaches)
-Professional development materials and resources are offered to all teachers
-Mentees are paired with mentors based on the mentee's current grade level, previous experience, strengths and weaknesses, and common interests.
-Mentees will participate in the aforementioned activities throughout the year, beginning in the weeks prior to the start of the school year.
In addition to the activities previously stated, mentees will participate in biweekly data meetings (twice per month), and will receive frequent feedback from administration and instructional coaches on instructional strategies, classroom management, and lesson planning.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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 Elementary uses the data from a variety of sources to provide effective and timely instruction for all students and to differentiate instruction in order to meet the varying needs of students (behaviorally and academically). Through the MTSS process, school staff focuses on student progress and student achievement, analyzing intervention data for both academics and behavior, and making revisions to the intervention plan, as needed.
A student performing significantly below grade level performance in reading (tier III), for example, is identified through and tracked via the MTSS process, and instructional interventions are identified and

utilized in the classroom. Academic data is collected as interventions are implemented, and a 3-week MTSS meeting is held to discuss the progress of the student. If the evidence shows an increase in the student's performance data, the intervention utilized is continued, and another meeting to track progress is scheduled for a date three weeks later. At the next meeting, the student's academic progress is again reviewed and proficiency in the identified skill or strand is determined, and new goals are set.
Biweekly data meetings are facilitated by the school principal and academic coaches to provide teachers the opportunities to discuss grade level performance data in correlation to district and state benchmarks. During these sessions, students who are not meeting proficiency are discussed and instructional strategies and interventions are prescribed or revised. Some interventions prescribed might include additional tier III instruction outside of the state mandated 90-minute reading block and 30 minutes of reading intervention. A specific instructional programs, such as iReady/Imagine Learning will be used to support students who meet specific criteria for participation in one-on-one support in specific skills and benchmarks, before and/or after-school tutoring, and more.
Additionally, the Florida Continuous Improvement Model (FCIM) is utilized to plan effective instruction, instruct the standards with fidelity, assess the skills and standards being taught, and revise instruction based on the assessment data. Teachers instruct the standards based on a monthly instructional focus calendar, and common assessments (formative and summative) are scheduled to provide timely and useful data to inform instructional practices.
The common assessments utilized to track student performance are aligned to the Florida Standards, and teachers rely on the test item specifications to create the assessments. The data from the assessments are also used to revise instructional focus calendars. Data from classroom observations are used to determine the level of support needed throughout the school, by grade level, department, and/or teacher. Based on the trends and commonalities being observed, the school administration and instructional coaches strategically plan the support provided to instructional staff members and determine professional development needs for the school.

2. 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 for assistance in ELA, Mathematics and Science.

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
Morton, Amber, amber.morton@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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

1. 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, the MAGIC program and through business partners like 7 Eleven who awarded Conway Elementary with $711 in grant funding to support STEM projects at our school.

2. 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, iReady Math, 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. Students in grade 3-5 will be enrolled in the CAPE Digital Certification program in which they will learn word processing, spreadsheets and presentations.

3. 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, IReady, Accelerated Reader to build academic achievement and increase motivation.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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. Through collaborative lesson planning, teachers will continue to deepen knowledge of rigorous, standards-based instruction and the roles that formative assessment data and the Instructional Framework play in order to accelerate student performance. (Division Priorities: Ensure Career and College Readiness, Invest in Human Capital)

G2. Instructional staff will develop a deeper understanding of the MTSS process, and implement it with fidelity to ensure that all students are provided with timely, focused interventions with consistent and effective progress monitoring. (Division Priority #1: Accelerate Student Performance; Division Priority #2: Narrow Achievement Gaps).

Strategic Goals Detail

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

G1. Through collaborative lesson planning, teachers will continue to deepen knowledge of rigorous, standards-based instruction and the roles that formative assessment data and the Instructional Framework play in order to accelerate student performance. (Division Priorities: Ensure Career and College Readiness, Invest in Human Capital) 1a

G084365

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	57.0
Math Gains	55.0
ELA Achievement District Assessment	57.0
FSA ELA Achievement	57.0
Math Achievement District Assessment	57.0
ELA/Reading Gains	55.0
FCAT 2.0 Science Proficiency	70.0

Targeted Barriers to Achieving the Goal 3

- Teachers understanding of the Florida Standards at the required level of rigor is inconsistent.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

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

Person Responsible
Sean Maguire

Schedule
Quarterly, from 8/15/2016 to 5/31/2017

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

G2. Instructional staff will develop a deeper understanding of the MTSS process, and implement it with fidelity to ensure that all students are provided with timely, focused interventions with consistent and effective progress monitoring. (Division Priority #1: Accelerate Student Performance; Division Priority #2: Narrow Achievement Gaps). 1a

G084366

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0
Math Lowest 25% Gains	52.0

Targeted Barriers to Achieving the Goal 3

- Teachers' implementation of MTSS (Multi-Tiered System of Supports) process and understanding how it impacts instruction is inconsistent.
- Teachers' experience of utilizing student data to effectively differentiate instruction for students is inconsistent.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Coaching support - Math Coach, Reading Coach, MTSS Coach, Instructional Coach
- MTSS Implementation Guide and IMS resources

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 8/15/2016 to 5/31/2017

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) to monitor data from common assessments with grade level teams to determine proficiency levels and plan reteach/intervention strategies.

Person Responsible
Sean Maguire

Schedule
Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion
Weekly minutes, lesson plan review , common assessment 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. Through collaborative lesson planning, teachers will continue to deepen knowledge of rigorous, standards-based instruction and the roles that formative assessment data and the Instructional Framework play in order to accelerate student performance. (Division Priorities: Ensure Career and College Readiness, Invest in Human Capital) 1

G084365

G1.B1 Teachers understanding of the Florida Standards at the required level of rigor is inconsistent. 2

B224147

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

S236535

Strategy Rationale

Stakeholder input indicated a need to continue to address understanding of the Florida Standards and expected student outcomes to show mastery.

Action Step 1 5

Provide ongoing professional development in LAFS.

Person Responsible

Amber Morton

Schedule

Monthly, from 8/4/2015 to 2/26/2016

Evidence of Completion

Sign-in sheets PowerPoints.

Action Step 2 5

Provide ongoing professional development in MAFS.

Person Responsible

Teresa Varn

Schedule

Monthly, from 8/4/2015 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 8/4/2015 to 5/31/2016

Evidence of Completion

Differentiated iObservation feedback.

Action Step 4 5

Provide time and structure to encourage and support common planning practices.

Person Responsible

Sean Maguire

Schedule

Weekly, from 8/4/2016 to 5/31/2017

Evidence of Completion

PLC Logs, Pacing Calendars, Focus Calendars, Lesson Plans

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

Conduct Lesson Plan Review

Person Responsible

Kelly Tourne

Schedule

Weekly, from 8/15/2016 to 5/31/2017

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 8/15/2016 to 5/31/2017

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 8/15/2016 to 5/31/2017

Evidence of Completion

Increase of effectiveness in content Design Questions

G2. Instructional staff will develop a deeper understanding of the MTSS process, and implement it with fidelity to ensure that all students are provided with timely, focused interventions with consistent and effective progress monitoring. (Division Priority #1: Accelerate Student Performance; Division Priority #2: Narrow Achievement Gaps). 1

G084366

G2.B1 Teachers' implementation of MTSS (Multi-Tiered System of Supports) process and understanding how it impacts instruction is inconsistent. 2

B224148

G2.B1.S1 The MTSS Coach and support team will provide professional development to instructional staff on the MTSS cycle and process. 4

S236537

Strategy Rationale

Instructional and administrative staff move have a working knowledge of the MTSS process in order to effectively support students that are less than proficient academically and behaviorally.

Action Step 1 5

The MTSS Coach will provide professional development to teachers on the MTSS process.

Person Responsible

Nicola Jordan

Schedule

Monthly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Sign in sheets, Meeting agendas, exit slips, and teacher reflection/surveys

Action Step 2 5

The MTSS Coach will assist teachers in the effective collection and analysis of student performance data to implement and/or utilize the MTSS process with fidelity.

Person Responsible

Nicola Jordan

Schedule

Monthly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Data meetings agenda and sign-ins, MTSS meeting agendas, professional development sign-ins

Action Step 3 5

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

Person Responsible

Nicola Jordan

Schedule

Quarterly, from 8/4/2016 to 5/31/2017

Evidence of Completion

MTSS Manual, Sign-in sheets, professional notebook reflections

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The MTSS committee will review MTSS meeting data and progress monitoring data submitted by teachers

Person Responsible

Sean Maguire

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

MTSS agendas and meeting notes, student progress monitoring data, and data matrices will serve as evidence.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Teachers will administer benchmark assessments, mini-assessments, common assessments, and curriculum-based assessments.

Person Responsible

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Evidence schedules and data derived from the various assessments administered to students will serve as evidence. Students' movement from Tier 3 to Tier 2 and from Tier 2 to Tier 1.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

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

Person Responsible

Sean Maguire

Schedule

Biweekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Formative assessments, Summative assessments and state assessments

G2.B2 Teachers' experience of utilizing student data to effectively differentiate instruction for students is inconsistent. 2

B224149

G2.B2.S1 Instructional coaches will provide professional development to teachers on differentiated instructional strategies. 4

S236538

Strategy Rationale

Instructional staff must have the appropriate knowledge to effectively provide intervention and differentiated instruction for students that are not demonstrating proficiency.

Action Step 1 5

Instructional coaches will provide professional development to instructional staff on differentiated instructional practices and research-based programs.

Person Responsible

Sean Maguire

Schedule

Monthly, from 8/24/2015 to 5/2/2016

Evidence of Completion

Sign in sheets, presentations, exit slips, teacher reflections/surveys

Action Step 2 5

Instructional coaches will support teachers in creating rigorous and differentiated small group activities and lessons that target specific needs of students.

Person Responsible

Sean Maguire

Schedule

Weekly, from 9/7/2015 to 5/26/2017

Evidence of Completion

PLC meeting aggendas and notes, coaching logs, formal/informal teacher observation data and results.

Action Step 3 5

Instructional coaches will assist teachers in identifying, targeting, and progress monitoring students for differentiation based on data and data analysis.

Person Responsible

Sean Maguire

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Data meeting agendas and sign-in sheets, data matrices, MTSS meeting agendas and notes

Action Step 4 5

Instructional coaches will model and coach teachers in the use of effective differentiated instructional practices and research-based programs.

Person Responsible

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Coach's observation logs, classroom walkthrough data, data meeting agendas, PLC discussion notes.

Action Step 5 5

Teachers will implement differentiated instruction within their classrooms.

Person Responsible

Sean Maguire

Schedule

Daily, from 8/29/2016 to 5/26/2017

Evidence of Completion

Lesson plans, classroom walkthrough data and student achievement data

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

The instructional leadership team will conduct classroom walk throughs and informal/formal observations of teachers, review lesson plans, and monitor PLC collaboration and discussions.

Person Responsible

Sean Maguire

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Coaches meeting notes and logs, examples of observations and feedback, data meeting agendas, PLC discussion notes.

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

Teachers will administer standards-based common assessments.

Person Responsible

Sean Maguire

Schedule

Every 3 Weeks, from 8/29/2016 to 5/26/2017

Evidence of Completion

Assessment data derived from the various sources of assessments administered to student, increased performance from group that previously underperformed, overall increase on mastery of content

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 needs of individual students. 4

S236539

Strategy Rationale

Intentionally structure time during collaborative planning to ensure deliberate planning of small group instruction and intervention for ELA and math.

Action Step 1 5

Coordinate calendar, substitutes, space and coaching support

Person Responsible

Kelly Tourne

Schedule

Quarterly, from 8/15/2016 to 5/31/2017

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

Monthly, from 8/15/2016 to 5/31/2017

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 8/15/2016 to 5/31/2017

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 by reviewing common assessment data

Person Responsible

Kelly Tourne

Schedule

Biweekly, from 8/15/2016 to 5/31/2017

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 5/31/2017

Evidence of Completion

Formative assessments, Summative assessments and state assessments

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
		2017			
G1.B1.S1.A1 A305173	Provide ongoing professional development in LAFS.	Morton, Amber	8/4/2015	Sign-in sheets PowerPoints.	2/26/2016 monthly
G1.B1.S1.A2 A305174	Provide ongoing professional development in MAFS.	Varn, Teresa	8/4/2015	Sign-in sheets, PowerPoints.	2/26/2016 monthly
G2.B2.S1.A1 A305182	Instructional coaches will provide professional development to instructional staff on...	Maguire, Sean	8/24/2015	Sign in sheets, presentations, exit slips, teacher reflections/surveys	5/2/2016 monthly
G1.B1.S1.A3 A305175	Differentiated coaching will be provided to ensure teachers have a clear understanding of the...	Maguire, Sean	8/4/2015	Differentiated iObservation feedback.	5/31/2016 weekly
G2.B2.S1.MA1 M311181	Teachers will administer standards-based common assessments.	Maguire, Sean	8/29/2016	Assessment data derived from the various sources of assessments administered to student, increased performance from group that previously underperformed, overall increase on mastery of content	5/26/2017 every-3-weeks
G2.B2.S1.MA1 M311182	The instructional leadership team will conduct classroom walk throughs and informal/formal...	Maguire, Sean	8/22/2016	Coaches meeting notes and logs, examples of observations and feedback, data meeting agendas, PLC discussion notes.	5/26/2017 weekly
G2.B2.S1.A2 A305183	Instructional coaches will support teachers in creating rigorous and differentiated small group...	Maguire, Sean	9/7/2015	PLC meeting aggendas and notes, coaching logs, formal/informal teacher observation data and results.	5/26/2017 weekly
G2.B2.S1.A3 A305184	Instructional coaches will assist teachers in identifying, targeting, and progress monitoring...	Maguire, Sean	8/29/2016	Data meeting agendas and sign-in sheets, data matrices, MTSS meeting agendas and notes	5/26/2017 weekly
G2.B2.S1.A4 A305185	Instructional coaches will model and coach teachers in the use of effective differentiated...		8/29/2016	Coach's observation logs, classroom walkthrough data, data meeting agendas, PLC discussion notes.	5/26/2017 weekly
G2.B2.S1.A5 A305186	Teachers will implement differentiated instruction within their classrooms.	Maguire, Sean	8/29/2016	Lesson plans, classroom walkthrough data and student achievement data	5/26/2017 daily
G1.MA1 M311177	Coach created "inventories" will be created to measure students' understanding of standard and...	Maguire, Sean	8/15/2016	Data will be collected from the inventories to be analyzed and submitted to the Learning Community.	5/31/2017 quarterly
G2.MA1 M311186	Use iObservation to monitor effectiveness of use of Marzano instructional strategies including...	Maguire, Sean	8/15/2016	iObservation data, lesson plan feedback forms and formative assessment samples	5/31/2017 weekly
G2.MA2 M311187	School-wide assistance team (SWAT) to monitor data from common assessments with grade level teams...	Maguire, Sean	8/15/2016	Weekly minutes, lesson plan review , common assessment review	5/31/2017 weekly
G1.B1.S1.MA1 M311171	Create and monitor iObservation reports	Maguire, Sean	8/15/2016	Increase of effectiveness in content Design Questions	5/31/2017 biweekly
G1.B1.S1.MA1 M311172	Conduct Lesson Plan Review	Tourne, Kelly	8/15/2016	LP feedback forms, iObservation discussion feedback.	5/31/2017 weekly
G1.B1.S1.MA2 M311173	Conduct teacher observations and provide actionable feedback through the iObservation tool.	Maguire, Sean	8/15/2016	Coaches meeting agendas and minutes, iObservation content area scores.	5/31/2017 weekly
G1.B1.S1.A4 A305176	Provide time and structure to encourage and support common planning practices.	Maguire, Sean	8/4/2016	PLC Logs, Pacing Calendars, Focus Calendars, Lesson Plans	5/31/2017 weekly
G2.B1.S1.MA1 M311178	Measure the effectiveness of standards-based instruction by monitoring the increase in student...	Maguire, Sean	8/15/2016	Formative assessments, Summative assessments and state assessments	5/31/2017 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1 M311179	The MTSS committee will review MTSS meeting data and progress monitoring data submitted by teachers	Maguire, Sean	8/15/2016	MTSS agendas and meeting notes, student progress monitoring data, and data matrices will serve as evidence.	5/31/2017 weekly
G2.B1.S1.MA3 M311180	Teachers will administer benchmark assessments, mini-assessments, common assessments, and...		8/15/2016	Evidence schedules and data derived from the various assessments administered to students will serve as evidence. Students' movement from Tier 3 to Tier 2 and from Tier 2 to Tier 1.	5/31/2017 weekly
G2.B1.S1.A1 A305179	The MTSS Coach will provide professional development to teachers on the MTSS process.	Jordan, Nicola	8/15/2016	Sign in sheets, Meeting agendas, exit slips, and teacher reflection/surveys	5/31/2017 monthly
G2.B1.S1.A2 A305180	The MTSS Coach will assist teachers in the effective collection and analysis of student performance...	Jordan, Nicola	8/15/2016	Data meetings agenda and sign-ins, MTSS meeting agendas, professional development sign-ins	5/31/2017 monthly
G2.B1.S1.A3 A305181	Update Conway Elementary MTSS manual to address and support the use of formative assessment data...	Jordan, Nicola	8/4/2016	MTSS Manual, Sign-in sheets, professional notebook reflections	5/31/2017 quarterly
G2.B2.S2.MA1 M311183	Measure the effectiveness of standards-based instruction by monitoring the increase in student...	Maguire, Sean	8/15/2016	Formative assessments, Summative assessments and state assessments	5/31/2017 one-time
G2.B2.S2.MA1 M311184	Attend and provide feedback during collaborative planning meetings	Maguire, Sean	8/15/2016	PLC notes	5/31/2017 biweekly
G2.B2.S2.MA2 M311185	Conduct lesson plans review and monitor effectiveness of feedback by reviewing common assessment...	Tourne, Kelly	8/15/2016	Growth in lesson planning focus and effectiveness on feedback	5/31/2017 biweekly
G2.B2.S2.A1 A305187	Coordinate calendar, substitutes, space and coaching support	Tourne, Kelly	8/15/2016	Meeting agendas, Lesson Plans	5/31/2017 quarterly
G2.B2.S2.A2 A305188	Provide differentiated support through the planning process based on grade level needs.	Maguire, Sean	8/15/2016	Collaborative planning agendas, lesson plans	5/31/2017 monthly

V. Professional Development Opportunities

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

G1. Through collaborative lesson planning, teachers will continue to deepen knowledge of rigorous, standards-based instruction and the roles that formative assessment data and the Instructional Framework play in order to accelerate student performance. (Division Priorities: Ensure Career and College Readiness, Invest in Human Capital)

G1.B1 Teachers understanding of the Florida Standards at the required level of rigor is inconsistent.

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 8/4/2015 to 2/26/2016

PD Opportunity 2

Provide ongoing professional development in MAFS.

Facilitator

Terri Varn

Participants

All instructional staff

Schedule

Monthly, from 8/4/2015 to 2/26/2016

PD Opportunity 3

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

Facilitator

Amber Morton/Teresa Varn

Participants

All Instructional Staff

Schedule

Weekly, from 8/4/2015 to 5/31/2016

G2. Instructional staff will develop a deeper understanding of the MTSS process, and implement it with fidelity to ensure that all students are provided with timely, focused interventions with consistent and effective progress monitoring. (Division Priority #1: Accelerate Student Performance; Division Priority #2: Narrow Achievement Gaps).

G2.B1 Teachers' implementation of MTSS (Multi-Tiered System of Supports) process and understanding how it impacts instruction is inconsistent.

G2.B1.S1 The MTSS Coach and support team will provide professional development to instructional staff on the MTSS cycle and process.

PD Opportunity 1

The MTSS Coach will provide professional development to teachers on the MTSS process.

Facilitator

Nicola Jordan

Participants

All instructional staff

Schedule

Monthly, from 8/15/2016 to 5/31/2017

PD Opportunity 2

The MTSS Coach will assist teachers in the effective collection and analysis of student performance data to implement and/or utilize the MTSS process with fidelity.

Facilitator

Nicola Jordan

Participants

All instructional staff.

Schedule

Monthly, from 8/15/2016 to 5/31/2017

G2.B2 Teachers' experience of utilizing student data to effectively differentiate instruction for students is inconsistent.

G2.B2.S1 Instructional coaches will provide professional development to teachers on differentiated instructional strategies.

PD Opportunity 1

Instructional coaches will provide professional development to instructional staff on differentiated instructional practices and research-based programs.

Facilitator

Kelly Tourne, Terri Varn, Amber Morton, Nicola Jordan

Participants

All instructional staff

Schedule

Monthly, from 8/24/2015 to 5/2/2016

PD Opportunity 2

Instructional coaches will support teachers in creating rigorous and differentiated small group activities and lessons that target specific needs of students.

Facilitator

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

Participants

All instructional staff

Schedule

Weekly, from 9/7/2015 to 5/26/2017

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 needs of individual students.

PD Opportunity 1

Coordinate calendar, substitutes, space and coaching support

Facilitator

Kelly Tourne

Participants

All instructional staff

Schedule

Quarterly, from 8/15/2016 to 5/31/2017

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

Monthly, from 8/15/2016 to 5/31/2017

VI. Technical Assistance Items

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

G1. Through collaborative lesson planning, teachers will continue to deepen knowledge of rigorous, standards-based instruction and the roles that formative assessment data and the Instructional Framework play in order to accelerate student performance. (Division Priorities: Ensure Career and College Readiness, Invest in Human Capital)

G1.B1 Teachers understanding of the Florida Standards at the required level of rigor is inconsistent.

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

TA Opportunity 1

Provide time and structure to encourage and support common planning practices.

Facilitator

Amber Morton/Teresa Varn

Participants

All Instructional Staff

Schedule

Weekly, from 8/4/2016 to 5/31/2017

G2. Instructional staff will develop a deeper understanding of the MTSS process, and implement it with fidelity to ensure that all students are provided with timely, focused interventions with consistent and effective progress monitoring. (Division Priority #1: Accelerate Student Performance; Division Priority #2: Narrow Achievement Gaps).

G2.B1 Teachers' implementation of MTSS (Multi-Tiered System of Supports) process and understanding how it impacts instruction is inconsistent.

G2.B1.S1 The MTSS Coach and support team will provide professional development to instructional staff on the MTSS cycle and process.

TA Opportunity 1

Update 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

Quarterly, from 8/4/2016 to 5/31/2017

VII. Budget

1	**G1.B1.S1.A1**	**Provide ongoing professional development in LAFS.**				**$72,078.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	0551 - Conway Elementary	Title I, Part A		$69,078.00
			Notes: Amber Morton- Reading/Literacy Coach			
	6300	140-Substitute Teachers	0551 - Conway Elementary	Title I, Part A		$3,000.00
			Notes: Substitutes for select training			
2	**G1.B1.S1.A2**	**Provide ongoing professional development in MAFS.**				**$72,078.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	0551 - Conway Elementary	Title I, Part A		$69,078.00
			Notes: Terri Varn- Math Coach			
	6300	140-Substitute Teachers	0551 - Conway Elementary	Title I, Part A		$3,000.00
			Notes: Substitutes for PD/Planning			
3	**G1.B1.S1.A3**	**Differentiated coaching will be provided to ensure teachers have a clear understanding of the standards and planning process.**				**$4,000.00**

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6300	140-Substitute Teachers	0551 - Conway Elementary	General Fund		$4,000.00
			Notes: Substitutes to cover teachers for professional development during the work day.			
4	**G1.B1.S1.A4**	**Provide time and structure to encourage and support common planning practices.**				**$0.00**
5	**G2.B1.S1.A1**	**The MTSS Coach will provide professional development to teachers on the MTSS process.**				**$67,539.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	100-Salaries	0551 - Conway Elementary	Title I, Part A		$67,539.00
			Notes: Nicola Jordan - MTSS Coach			
6	**G2.B1.S1.A2**	**The MTSS Coach will assist teachers in the effective collection and analysis of student performance data to implement and/or utilize the MTSS process with fidelity.**				**$0.00**
7	**G2.B1.S1.A3**	**Update Conway Elementary MTSS manual to address and support the use of formative assessment data with MTSS process.**				**$0.00**
8	**G2.B2.S1.A1**	**Instructional coaches will provide professional development to instructional staff on differentiated instructional practices and research-based programs.**				**$2,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	510-Supplies	0551 - Conway Elementary	General Fund		$2,000.00
			Notes: Related books on Instructional Framework including The Art and Science of Teaching, The Reflective Teacher, and the Essentials of Achieving Rigor Series.			
9	**G2.B2.S1.A2**	**Instructional coaches will support teachers in creating rigorous and differentiated small group activities and lessons that target specific needs of students.**				**$69,078.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	140-Substitute Teachers	0551 - Conway Elementary	General Fund		$69,078.00
			Notes: Provide substitutes for additional planning time one day each quarter			
10	**G2.B2.S1.A3**	**Instructional coaches will assist teachers in identifying, targeting, and progress monitoring students for differentiation based on data and data analysis.**				**$0.00**
11	**G2.B2.S1.A4**	**Instructional coaches will model and coach teachers in the use of effective differentiated instructional practices and research-based programs.**				**$0.00**
12	**G2.B2.S1.A5**	**Teachers will implement differentiated instruction within their classrooms.**				**$0.00**
13	**G2.B2.S2.A1**	**Coordinate calendar, substitutes, space and coaching support**				**$0.00**
14	**G2.B2.S2.A2**	**Provide differentiated support through the planning process based on grade level needs.**				**$0.00**
					Total:	**$286,773.00**