

Conway Elementary

4100 LAKE MARGARET DR, Orlando, FL 32812

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
80%

Alternative/ESE Center
No

Charter School
No

Minority
75%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead 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, HERO Time, 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 school rules, procedures and positive support. This committee develops rules and 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	18	15	12	12	15	6	78
One or more suspensions	0	0	0	1	3	1	5
Course failure in ELA or Math	0	0	7	28	25	9	69
Level 1 on statewide assessment	0	0	0	32	34	19	85

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

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	3	21	13	10	47

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

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

Name	Title
Maguire, Sean	Principal
Zizza, Margarita	Assistant Principal
Rousseau, Judith	Instructional Coach
Morton, Amber	Instructional Coach
Kilby, Julie	Guidance Counselor
Varn, Terri	Instructional Coach
Beekman, Mary Beth	Other

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
- Ensures adequate professional development to support MTSS implementation
- Communicates with parents regarding school based MTSS plans and activities
- Designates members of the Leadership Team as grade level liasons 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
- Ensures adequate professional development to support MTSS implementation
- Communicates with parents regarding school based MTSS plans and activities

Judith Rousseau (Curriculum Resource Teacher):

- Develops documents necessary to manage and display data that addresses goals and targets identified in the SIP
- 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 supports data collection activities
- Assists in data analysis
- Provides professional development and technical assistance to teachers in regards to data-based instructional planning
- Coordinates MTSS processes
- 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

Julie Kilby (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

Teresa Varn (Math Coach):

- Provides guidance with K-12 Math Plan
- Facilitates 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

Mary Beth Beekman (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 each month 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 with clothing and a food pantry with food for available for students and their families in need

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Shelly Starling	Parent
Sean Maguire	Principal
Stacie Stafford	Parent
Malenny Quiros	Education Support Employee
Latifa Davis	Business/Community
Sarah Eyman	Parent
Nigmy Bonilla	Parent
Shaneika Jones	Parent
Lillian Reyes	Teacher
David Fekete	Parent
Marin Helms	Parent

Duties

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

Evaluation of last year's school improvement plan

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. A group of members agrees to meet in a small group to revise the plan and then bring it back to the whole group for revisions and input. The SAC members agree to adopt the plan and submit it for district/state approval.

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 2014 School Improvement Funds were used for STEM After School Club and a Family Science Night. 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

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

Name	Title
Maguire, Sean	Principal
Zizza, Margarita	Assistant Principal
Morton, Amber	Instructional Coach
Rousseau, Judith	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.

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

Beginning teachers are paired with veteran teachers on the same grade level 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 CRT 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 are required to use the District Scope and Sequence and MTP's that are posted on IMS to ensure they are following the District plan. The time dedicated for common planning is spent looking at the Florida State Standards and creating engaging ways to instruct students. Learning goals and performance scales that are aligned to the Florida State 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 administration each week. Walkthroughs and observations are conducted regularly by administration to ensure that instruction is aligned to the Florida State Standards and the Marzano Instructional Framework is followed.

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 who scored a level 1 on the Reading FCAT, 3rd grade students who have been retained, and others in the school who have scored in the lowest 25% academically. The after school tutoring groups will meet on Monday, Tuesday and Thursday of each week for a one hour period of time. The after school tutoring program will use the Voyager Passport Reading Intervention Program that was purchased with Title I funds.

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

Students who attended Conway Elementary for ESE Pre-K are supported by their Pre-K teacher while the transition from Pre-K to Kindergarten is made. Children from the VPK sites are welcomed during Kindergarten Round-Up and are also invited to come to a summer program during the month of June to provide an additional opportunity become acclimated to our school. 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.

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. The first

exposure is a featured college sign that highlights a staff member's previous college or university and describes the academic highlights of the college. Conway also has a college shirt day monthly 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, IStation 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 fifth 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 weekly 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, Journeys and Go Math 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. Besides strategies for instruction, recognition strategies are in place to honor academic achievement and motivate student goal setting, The quarterly honor roll award ceremonies recognize academic achievement for K-5 students earning A and B letter grades. The End of the Year Ceremony recognizes students accomplishments in elementary school and prepares them for their middle school experience by honoring students and creating a vision of learning for future years in front of their families at the middle school campus.

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 gain competence in rigorous, standards based instruction and the Instructional Framework in all content areas.

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 gain competence in rigorous, standards based instruction and the Instructional Framework in all content areas. **1a**

G035808

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	70.0
FSA - English Language Arts - Proficiency Rate	51.0
FSA - Mathematics - Proficiency Rate	51.0

Resources Available to Support the Goal **2**

- Instructional Coach
- Reading/Literacy Coach
- Math Coach

Targeted Barriers to Achieving the Goal **3**

- Instructional staff's lack of deep understanding of new Florida Standards and expected outcomes in ELA and Mathematics
- Instructional staff's lack of deep understanding and implementation of Marzano Instructional Framework

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

District and State Assessments

Person Responsible

Sean Maguire

Schedule

Semiannually, from 9/1/2014 to 6/30/2015

Evidence of Completion

Improved performance on FSA, Benchmark and FAIR

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 gain competence in rigorous, standards based instruction and the Instructional Framework in all content areas. **1**

 G035808

G1.B1 Instructional staff's lack of deep understanding of new Florida Standards and expected outcomes in ELA and Mathematics **2**

 B085846

G1.B1.S1 Provide Professional Development in LAFS, including available resources, planning, MTPs, Item Specifications, data driven decision making and differentiated instruction. **4**

 S096540

Strategy Rationale

Building capacity of instructional staff will increase rigorous standards-based instruction and student achievement.

Action Step 1 **5**

Provide professional development on LAFS and differentiated instructional strategies in ELA.

Person Responsible

Amber Morton

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Sign in sheets and copies of presentation materials

Action Step 2 5

Provide Professional Development in FCIM (including data-based decision making and formative assessments).

Person Responsible

Sean Maguire

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Sign in sheets and copies of presentation materials

Action Step 3 5

Implement and train staff in the use of iStation to effectively progress monitor student growth and provide purposeful, differentiated interventions.

Person Responsible

Amber Morton

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Sign in sheets and copies of presentation materials

Action Step 4 5

Provide professional development opportunities for select instructional staff in Core Connections to improve writing.

Person Responsible

Margarita Zizza

Schedule

Quarterly, from 7/1/2014 to 5/29/2015

Evidence of Completion

Roster of teachers selected and training dates

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

Data Meetings

Person Responsible

Sean Maguire

Schedule

Biweekly, from 10/6/2014 to 1/30/2015

Evidence of Completion

Meeting agendas and data analyzed

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

Grade Level Planning Meetings

Person Responsible

Margarita Zizza

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Meeting agendas and lesson plans

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

School-based formative assessments and grade-level common assessments

Person Responsible

Amber Morton

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Improved performance on iStation, DRA, and other grade-level formative common assessment reports

G1.B1.S2 Provide Professional Development in MAFS, including available resources, planning, MTPs, Item Specifications, and data driven decision making and differentiated instruction. 4

 S121130

Strategy Rationale

Building capacity of instructional staff to increase rigorous standards-based instruction.

Action Step 1 5

Provide professional development on MAFS and differentiated instructional strategies.

Person Responsible

Terri Varn

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Sign in sheets and copies of presentation materials

Action Step 2 5

Provide Professional Development in FCIM (including data-based decision making and formative assessments).

Person Responsible

Sean Maguire

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Sign in sheets and copies of presentation materials

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

Data Meetings

Person Responsible

Sean Maguire

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Meeting agendas and data analyzed

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

Grade Level Planning Meetings

Person Responsible

Margarita Zizza

Schedule

Quarterly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Meeting agendas and lesson plans

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

School-based formative assessments and grade-level common assessments

Person Responsible

Margarita Zizza

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Improved performance on iStation, DRA, and other grade-level formative common assessment reports

G1.B2 Instructional staff's lack of deep understanding and implementation of Marzano Instructional Framework **2**

 B107800

G1.B2.S1 Provide Professional Development in updated Marzano Instructional Framework, and cooperative grouping strategies (KAGAN). **4**

 S121123

Strategy Rationale

Building capacity in research-based instructional strategies will improve student achievement.

Action Step 1 **5**

Provide professional development in KAGAN to implement the use of research-based cooperative learning strategies in the classroom.

Person Responsible

Sean Maguire

Schedule

On 9/16/2014

Evidence of Completion

IObservation data, sign-in sheets

Action Step 2 **5**

Provide professional development in Marzano Instructional Strategies including planning and formative assessment.

Person Responsible

Sean Maguire

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

iObservation data, sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Use iObservation to monitor effectiveness of cooperative grouping strategies.

Person Responsible

Sean Maguire

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

iObservation reports

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

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

Person Responsible

Margarita Zizza

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

iObservation data, lesson plan feedback forms and formative assessment samples

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

School-wide assistance team

Person Responsible

Margarita Zizza

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

PLC agendas and minutes

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Data meetings

Person Responsible

Sean Maguire

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Meeting agendas and data discussed

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide professional development on LAFS and differentiated instructional strategies in ELA.	Morton, Amber	8/11/2014	Sign in sheets and copies of presentation materials	5/29/2015 monthly
G1.B1.S2.A1	Provide professional development on MAFS and differentiated instructional strategies.	Varn, Terri	8/11/2014	Sign in sheets and copies of presentation materials	5/29/2015 monthly
G1.B2.S1.A1	Provide professional development in KAGAN to implement the use of research-based cooperative learning strategies in the classroom.	Maguire, Sean	9/8/2014	IObservation data, sign-in sheets	9/16/2014 one-time
G1.B1.S2.A2	Provide Professional Development in FCIM (including data-based decision making and formative assessments).	Maguire, Sean	9/8/2014	Sign in sheets and copies of presentation materials	5/29/2015 monthly
G1.B1.S1.A2	Provide Professional Development in FCIM (including data-based decision making and formative assessments).	Maguire, Sean	9/8/2014	Sign in sheets and copies of presentation materials	5/29/2015 monthly
G1.B2.S1.A2	Provide professional development in Marzano Instructional Strategies including planning and formative assessment.	Maguire, Sean	8/11/2014	iObservation data, sign-in sheets	5/29/2015 monthly
G1.B1.S1.A3	Implement and train staff in the use of iStation to effectively progress monitor student growth and provide purposeful, differentiated interventions.	Morton, Amber	8/11/2014	Sign in sheets and copies of presentation materials	5/29/2015 monthly
G1.B1.S1.A4	Provide professional development opportunities for select instructional staff in Core Connections to improve writing.	Zizza, Margarita	7/1/2014	Roster of teachers selected and training dates	5/29/2015 quarterly
G1.MA1	District and State Assessments	Maguire, Sean	9/1/2014	Improved performance on FSA, Benchmark and FAIR	6/30/2015 semiannually
G1.B1.S1.MA1	School-based formative assessments and grade-level common assessments	Morton, Amber	8/11/2014	Improved performance on iStation, DRA, and other grade-level formative common assessment reports	5/29/2015 monthly
G1.B1.S1.MA1	Data Meetings	Maguire, Sean	10/6/2014	Meeting agendas and data analyzed	1/30/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA2	Grade Level Planning Meetings	Zizza, Margarita	9/1/2014	Meeting agendas and lesson plans	5/29/2015 weekly
G1.B2.S1.MA1	Data meetings	Maguire, Sean	9/15/2014	Meeting agendas and data discussed	5/29/2015 biweekly
G1.B2.S1.MA1	Use iObservation to monitor effectiveness of cooperative grouping strategies.	Maguire, Sean	9/15/2014	iObservation reports	5/29/2015 biweekly
G1.B2.S1.MA2	Use iObservation to monitor effectiveness of use of Marzano instructional strategies including, planning and formative assessment.	Zizza, Margarita	9/15/2014	iObservation data, lesson plan feedback forms and formative assessment samples	5/29/2015 monthly
G1.B2.S1.MA4	School-wide assistance team	Zizza, Margarita	8/11/2014	PLC agendas and minutes	5/29/2015 weekly
G1.B1.S2.MA1	School-based formative assessments and grade-level common assessments	Zizza, Margarita	9/1/2014	Improved performance on iStation, DRA, and other grade-level formative common assessment reports	5/29/2015 biweekly
G1.B1.S2.MA1	Data Meetings	Maguire, Sean	9/8/2014	Meeting agendas and data analyzed	5/29/2015 monthly
G1.B1.S2.MA2	Grade Level Planning Meetings	Zizza, Margarita	9/8/2014	Meeting agendas and lesson plans	5/29/2015 quarterly

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 gain competence in rigorous, standards based instruction and the Instructional Framework in all content areas.

G1.B1 Instructional staff's lack of deep understanding of new Florida Standards and expected outcomes in ELA and Mathematics

G1.B1.S1 Provide Professional Development in LAFS, including available resources, planning, MTPs, Item Specifications, data driven decision making and differentiated instruction.

PD Opportunity 1

Provide professional development on LAFS and differentiated instructional strategies in ELA.

Facilitator

Amber Morton

Participants

All instructional staff

Schedule

Monthly, from 8/11/2014 to 5/29/2015

PD Opportunity 2

Provide Professional Development in FCIM (including data-based decision making and formative assessments).

Facilitator

Sean Maguire, Margarita Zizza

Participants

All instructional staff

Schedule

Monthly, from 9/8/2014 to 5/29/2015

PD Opportunity 3

Implement and train staff in the use of iStation to effectively progress monitor student growth and provide purposeful, differentiated interventions.

Facilitator

Gretchen Terito, Sean Maguire, Amber Morton

Participants

All instructional staff

Schedule

Monthly, from 8/11/2014 to 5/29/2015

PD Opportunity 4

Provide professional development opportunities for select instructional staff in Core Connections to improve writing.

Facilitator

Core Connections

Participants

Approximately 15 instructional staff and administration

Schedule

Quarterly, from 7/1/2014 to 5/29/2015

G1.B1.S2 Provide Professional Development in MAFS, including available resources, planning, MTPs, Item Specifications, and data driven decision making and differentiated instruction.

PD Opportunity 1

Provide professional development on MAFS and differentiated instructional strategies.

Facilitator

Terri Varn

Participants

All instructional staff

Schedule

Monthly, from 8/11/2014 to 5/29/2015

PD Opportunity 2

Provide Professional Development in FCIM (including data-based decision making and formative assessments).

Facilitator

Sean Maguire, Margarita Zizza

Participants

All instructional staff

Schedule

Monthly, from 9/8/2014 to 5/29/2015

G1.B2 Instructional staff's lack of deep understanding and implementation of Marzano Instructional Framework

G1.B2.S1 Provide Professional Development in updated Marzano Instructional Framework, and cooperative grouping strategies (KAGAN).

PD Opportunity 1

Provide professional development in KAGAN to implement the use of research-based cooperative learning strategies in the classroom.

Facilitator

Kagan, Southeast Learning Community

Participants

All instructional staff

Schedule

On 9/16/2014

PD Opportunity 2

Provide professional development in Marzano Instructional Strategies including planning and formative assessment.

Facilitator

Margarita Zizza, Sean Maguire

Participants

All instructional staff

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 1: Teachers will gain competence in rigorous, standards based instruction and the Instructional Framework in all content areas.	117,000
Grand Total	117,000

Goal 1: Teachers will gain competence in rigorous, standards based instruction and the Instructional Framework in all content areas.		
Description	Source	Total
B1.S1.A1	Title I Part A	45,000
B1.S2.A1 - Salary and benefits for Math Coach, Terri Varn	General Fund	60,000
B2.S1.A1	Title I Part A	12,000
Total Goal 1		117,000