School District of Osceola County, FL

Parkway Middle School

2021-22 Schoolwide Improvement Plan

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Parkway Middle School

857 FLORIDA PKWY, Kissimmee, FL 34743

www.osceolaschools.net

Demographics

Principal: Megan Gould

Start Date for this Principal: 7/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	*[Data Not Available]*
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: C (48%) 2017-18: B (54%) 2016-17: C (50%) 2015-16: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	[not available]

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Parkway Middle School promotes a supportive community that challenges students to embrace cultural inclusivity and become life-long learners in a global society.

Provide the school's vision statement.

Parkway is a collaborative community that uses data to drive a rigorous, standards-based curriculum in order to excel in student achievement.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Gould, Megan	Principal	Over see the operations of the school, provide instructional leadership to staff, and ensure the mission and vision of the school is accomplished.
Casado, Rolando	Assistant Principal	Over see the operations of the school, provide instructional leadership to staff, and ensure the mission and vision of the school is accomplished.
Reid, Stephen	Assistant Principal	Over see the operations of the school, provide instructional leadership to staff, and ensure the mission and vision of the school is accomplished.
Harris, Virginia	Instructional Coach	Provides coaching support for teachers with instructional practices in literacy. Assists with MTSS for Reading.
Vera, Yonney	Dean	Provides behavioral support and campus supervision. Participates in the collection of behavior data and manage interventions.
Hare, Erika	Dean	Provides behavioral support and campus supervision. Participates in the collection of behavior data and manage interventions.
Doodnath, Tagemattie	Guidance Counselor	Provides social and emotional support for our students. Assists with MTSS behavior. Contributes to the Threat Assessment Team.
DaSilva, Najud	Instructional Coach	Provides coaching support for teachers in all MYP IB coordination. Provides MTSS support
Thomas, Sharee	Instructional Coach	MTSS Coach. Manage the NWEA progress monitoring assessments. Analyze quarterly data and prepare intervention groups for students moving through different tiers of support.
Stralkus, Kyle	Instructional Coach	Provides coaching support for teachers with instructional practices in math and science and assists with MTSS for interventions for math and science.

Demographic Information

Principal start date
Wednesday 7/1/2015, Megan Gould

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

62

Total number of students enrolled at the school

779

Identify the number of instructional staff who left the school during the 2020-21 school year.

12

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

12

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	181	211	245	0	0	0	0	637
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	31	38	30	0	0	0	0	99
Course failure in ELA	0	0	0	0	0	0	0	11	1	0	0	0	0	12
Course failure in Math	0	0	0	0	0	0	1	4	0	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	78	98	136	0	0	0	0	312
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	89	102	141	0	0	0	0	332
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	25	42	30	0	0	0	0	97

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	2	2	1	0	0	0	0	5

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	266	262	323	0	0	0	0	851
Attendance below 90 percent	0	0	0	0	0	0	18	10	15	0	0	0	0	43
One or more suspensions	0	0	0	0	0	0	5	20	35	0	0	0	0	60
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	78	98	136	0	0	0	0	312
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	89	102	141	0	0	0	0	332

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	32	35	48	0	0	0	0	115

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	6	3	8	0	0	0	0	17

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	266	262	323	0	0	0	0	851
Attendance below 90 percent	0	0	0	0	0	0	18	10	15	0	0	0	0	43
One or more suspensions	0	0	0	0	0	0	5	20	35	0	0	0	0	60
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	78	98	136	0	0	0	0	312
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	89	102	141	0	0	0	0	332

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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	6	3	8	0	0	0	0	17

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement	39%			45%	45%	54%	45%	47%	53%
ELA Learning Gains	43%			40%	48%	54%	47%	51%	54%
ELA Lowest 25th Percentile	39%			31%	42%	47%	44%	42%	47%
Math Achievement	28%			40%	49%	58%	47%	49%	58%
Math Learning Gains	26%			42%	51%	57%	51%	55%	57%
Math Lowest 25th Percentile	28%			40%	47%	51%	43%	52%	51%
Science Achievement	42%			46%	47%	51%	51%	48%	52%
Social Studies Achievement	61%			71%	72%	72%	71%	75%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	43%	48%	-5%	54%	-11%
Cohort Comparison						
07	2021					
	2019	39%	47%	-8%	52%	-13%
Cohort Comparison		-43%				
08	2021					
	2019	46%	49%	-3%	56%	-10%
Cohort Comparison		-39%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	34%	45%	-11%	55%	-21%
Cohort Comparison						
07	2021					
	2019	16%	30%	-14%	54%	-38%
Cohort Comparison		-34%				
08	2021					
	2019	35%	47%	-12%	46%	-11%
Cohort Comparison		-16%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	38%	42%	-4%	48%	-10%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	62%	38%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	70%	73%	-3%	71%	-1%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	70%	49%	21%	61%	9%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	86%	44%	42%	57%	29%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

NWEA - PROGRESS MONITORING TOOL

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	67/41%	74/34%	70/35%
	Economically Disadvantaged	28/32%	40/30%	33/28%
	Students With Disabilities	3/11%	3/8%	1/4%
	English Language Learners	19/24%	23/22%	20/21%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	41/28%	58/28%	66/28%
	Economically Disadvantaged	12/15%	26/20%	28/20%
	Students With Disabilities	4/17%	3/9%	4/11%
	English Language Learners	15/20%	17/17%	22/19%

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	69/36%	76/38%	68/36%
	Economically Disadvantaged	36/31%	42/33%	35/30%
	Students With Disabilities	0/00%	3/13%	1/5%
	English Language Learners	21/26%	22/26%	20/25%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	43/25%	59/26%	57/24%
	Economically Disadvantaged	22/21%	31/22%	31/21%
	Students With Disabilities	1/6%	2/7%	1/4%
	English Language Learners	11/15%	14/15%	13/13%
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

<table>
<tr><td colspan="5" align="center">Grade 8</td></tr>
<tr><td rowspan="5">English Language Arts</td><td>Number/% Proficiency</td><td>Fall</td><td>Winter</td><td>Spring</td></tr>
<tr><td>All Students</td><td>87/41%</td><td>101/37%</td><td>86/38%</td></tr>
<tr><td>Economically Disadvantaged</td><td>38/33%</td><td>41/27%</td><td>31/24%</td></tr>
<tr><td>Students With Disabilities</td><td>2/13%</td><td>1/4%</td><td>0/00%</td></tr>
<tr><td>English Language Learners</td><td>10/17%</td><td>8/9%</td><td>9/12%</td></tr>
<tr><td rowspan="5">Mathematics</td><td>Number/% Proficiency</td><td>Fall</td><td>Winter</td><td>Spring</td></tr>
<tr><td>All Students</td><td>49/24%</td><td>74/27%</td><td>88/32%</td></tr>
<tr><td>Economically Disadvantaged</td><td>21/19%</td><td>30/19%</td><td>43/26%</td></tr>
<tr><td>Students With Disabilities</td><td>0/00%</td><td>1/4%</td><td>0/00%</td></tr>
<tr><td>English Language Learners</td><td>4/7%</td><td>8/9%</td><td>12/14%</td></tr>
<tr><td rowspan="5">Science</td><td>Number/% Proficiency</td><td>Fall</td><td>Winter</td><td>Spring</td></tr>
<tr><td>All Students</td><td>81/44%</td><td>104/42%</td><td>123/47%</td></tr>
<tr><td>Economically Disadvantaged</td><td>43/41%</td><td>59/38%</td><td>61/39%</td></tr>
<tr><td>Students With Disabilities</td><td>6/30%</td><td>3/12%</td><td>4/15%</td></tr>
<tr><td>English Language Learners</td><td>12/20%</td><td>15/17%</td><td>16/18%</td></tr>
</table>

Subgroup Data Review

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
			**2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS**								
SWD	11	34	39	17	25	21	13	48			
ELL	21	36	42	14	21	27	16	32	52		
BLK	45	52	40	30	35	37	41	67	72		
HSP	36	41	38	26	25	28	41	60	63		
MUL	53	50		36	25						
WHT	51	51	43	38	28	15	54	65	68		
FRL	33	40	38	21	23	30	34	54	55		

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
			**2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS**								
SWD	18	28	20	21	35	30	23	38			
ELL	23	31	31	23	37	37	20	49	57		
ASN	50	33		57	42						

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK	47	46	48	32	33	20	52	71	59		
HSP	43	39	29	39	43	43	43	69	74		
MUL	44	40		27	14						
WHT	51	43		53	44	58	64	79	87		
FRL	37	35	29	32	37	36	35	63	66		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	26	43	36	25	36	26	30	35			
ELL	13	41	48	16	35	31	11	38			
ASN	93	86		73	64						
BLK	47	35	30	50	64	50	57	71	100		
HSP	43	48	46	44	49	42	46	70	87		
MUL	46	31		47	47						
WHT	57	49		66	55		78	83	90		
FRL	43	46	45	44	50	45	46	70	90		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	410
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	30
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	41
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	1
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	46
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

6th grade math achievement scores tend to drop from 5th grade to 6th grade every year. In 2021, the scores were significantly lower. Achievement in Math, ELA, Science, and Civics declined during the 2021 school year.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Math achievement scores dropped in 6th grade from 2019-2021 (34% to 8%). Math learning gains also dropped from 2019-2021 (42% to 26%). There was a decline in acceleration points earned due to the Algebra pass rate dropping as well

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

SWDs under the VE model for ELA and Math showed consistently low levels of proficiency throughout the school year. Teachers will plan effective differentiation activities for students who need additional support. Collaborative teams also need to plan instruction based on formative assessment data. Professional learning communities will discuss data and plan for interventions for their students.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

ELA Bottom quartile learning gains improved by 9% points from 2019-2021 (31% to 39%). Overall learning gains in ELA improved by 3% from 2019-2021 (40% - 43%).

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

The ELA teams met consistently in professional learning communities to improve the tier 1 instruction practices, which assisted students in making learning gains.

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

Reading across content levels will assist in accelerating learning in ELA. Focused note-taking in math will improve math learning gains and achievement. Increase focus in professional learning communities on data and using the data to drive instruction will increase student achievement and learning gains in Math, ELA, Science, and Civics.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Development on using data and creating interventions based on the data will be needed for Math and ELA. Continued professional development on aligning activities and skills to the learning target.

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

Teachers are being paid for 13 extra hours of data analysis over the 1st semester of school.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale:	Leadership development is a critical aspect of school wide operation. The school based administrative team must have a continuum of potential leaders assisting in instructional problem solving. Team members converge with a variety of skills available to the school principal during decision making. Additionally, school based leadership collaboration will facilitate teacher professional development, teacher mentorship, and teacher coaching opportunities.
Measureable Outcome:	PLC Lead will attend 80% of the meetings and submit 100% of their agendas. 100% of the Planning teams will be visited by twice each month. 100% of classrooms visited will have completed NEST form. 80% of planning teams will use data and make instructional decisions based on data as determined from visits.
Monitoring:	Meeting agendas, NEST forms, and anectotal data will be discussed in weekly leadership meetings and in monthly Stocktake meeting.
Person responsible for monitoring outcome:	Rolando Casado (rolando.casado@osceolaschools.net)
Evidence-based Strategy:	Educational leaders develope when afforded the experiences and conditions during school operation. Proper coaching and supervision must be available. This framework is bason on the principles of constructive-develpmental theory. (Williams, L. (2013). Helping Educators Grow: Strategies and Practices for Leadership Development. District Administration, 49(2), 72. https://link.gale.com/apps/doc/A316663576/PROF?u=fl_osceo&sid=bookmark-PROF&xid=97479ccc Williams, the e
Rationale for Evidence-based Strategy:	Aspiring leaders must be allow to grow and develop using real life and on-the-job experiences based on principles that build relationships, trust, and respect.

Action Steps to Implement

Coach will meet with team leads monthly to show how to build effective agendas and conduct effective meetings. Use power strategies guide to model planning teams effective strategies.

Person Responsible	Erika Hare (erika.hare@osceolaschools.net)

Aspiring leaders professional development: Monthly PD via book study, and leadership internships. Administration and leadership will meet with planning teams bi-weekly to provide feedback/support for 15 minutes.

Person Responsible	Rolando Casado (rolando.casado@osceolaschools.net)

Conduct at least one classroom walkthrough for all teachers monthly with feedback from data.

Person Responsible	Stephen Reid (stephen.reid@osceolaschools.net)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	ELA achievement data has dropped to 39% attributed to the instructional modalities implemented during the height of the pandemic. ELA must be learned at high levels due to the impact it has across other curricular areas.
Measureable Outcome:	ELA Proficiency will increase from 39 to 45 ELA Learning Gains will increase from 43 to 48 ELA Learning Gains Lowest 25% will increase from 39 to 45
Monitoring:	Progress monitoring will take place in the Fall, Winter, and Spring using the NWEA assessment platform. Additionally, benchmark-based unit common assessments are analyzed through the "School City" platform. Monthly Stocktake meetings will review the implementation of action steps and performance data.
Person responsible for monitoring outcome:	Stephen Reid (stephen.reid@osceolaschools.net)
Evidence-based Strategy:	Teachers in Professional Learning Communities will support literacy as they implement writing, inquiry, collaboration, organization, and reading (WICOR) as fundamental strategies to process the taught curricula.
Rationale for Evidence-based Strategy:	As an IB-Middle Years Program (MYP) school, the curriculum is taught at high levels integrating approaches to learning that afford opportunities for all students to develop their Ib learning attributes. Additionally, teachers will implement WICOR (AVID) strategies

Action Steps to Implement

Effective PLC: Planning teams will give one formative assessment per unit, disaggregate data, and provide reviews of the data.

Person Responsible	Virginia Harris (virginia.harris@osceolaschools.net)

Professional Learning: Continues professional development quarterly on effective MYP implementation.

Person Responsible	Najud DaSilva (najud.dasilva@osceolaschools.net)

Benchmark Alignment: Teachers will plan lessons using Approach to Learning (ATL) skills and Align targets and students' tasks to the benchmarks.

Person Responsible	Virginia Harris (virginia.harris@osceolaschools.net)

TIER 1: Implement common stratgeies for reading word problems across core content areas (Math/ Science = CUBES) (Individuals& Societies/ Language & Literature = Core Connections Prompts).

Person Responsible	Virginia Harris (virginia.harris@osceolaschools.net)

TIER 2 & 3: Implement station rotation in intensive reading classes/ intervention time focusing on foundational skills for reading.

Person Responsible	Virginia Harris (virginia.harris@osceolaschools.net)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Mathematics proficiency is critically low especially in 6th and 8th grade potentially attributed to the difficulties in digital and face to face instructional settings.
Measureable Outcome:	Increase Math proficiency from 28 to 40 Increase Math Learning Gains from 26 to 35 Increase Math Learning Gains of Lowest 25% from 28 to 40
Monitoring:	Progress monitoring will take place in the Fall, Winter, and Spring using the NWEA assessment platform. Additionally, standards-based unit common assessments are analyzed through the "School City" platform. Monthly Stocktake meetings will review the implementation of action steps and performance data.
Person responsible for monitoring outcome:	Stephen Reid (stephen.reid@osceolaschools.net)
Evidence-based Strategy:	Deliberate data analysis of formative assessments that provides an instructional focus for PLCs addressing the needs of Tier 1, 2, and 3 students equitably.
Rationale for Evidence-based Strategy:	Studies show how the discover model for implementation (diagnosis & discovery, intervention, implementation, and evaluation) is an effective framework to accelerate learning (Almarode, Hattie, Fisher, & Frey, 2021)

Action Steps to Implement

Tier 2 & 3: Differentiation. Teachers will implement stations in class and provide differentiation based on student needs.

Person Responsible	Deanna Fox-Tronrud (deanna.foxtronrud@osceolaschools.net)

Instructional Coaching: Develop and implement a professional development series on grading practices (MASTERY OF STANDARDS).

Person Responsible	Erika Hare (erika.hare@osceolaschools.net)

PLC. Planning teams will give 1 formative assessment per unit, disaggregate data, and provide reviews from the data analysis.

Person Responsible	Deanna Fox-Tronrud (deanna.foxtronrud@osceolaschools.net)

Tier 1: All grade levels will implement focused note taking during instruction.

Person Responsible	Deanna Fox-Tronrud (deanna.foxtronrud@osceolaschools.net)

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Increasing achievement in science is critical as students learned through inquiry, research, and discovery to examine and provide reasoning thereby developing knowledge.
Measureable Outcome:	Increase Science proficiency from 42% to 47%.
Monitoring:	Progress monitoring will take place in the Fall, Winter, and Spring using the NWEA assessment platform. Additionally, monthly Stocktake meetings will review the implementation of action steps outlined in the SIP.
Person responsible for monitoring outcome:	Stephen Reid (stephen.reid@osceolaschools.net)
Evidence-based Strategy:	Set up structures for differentiation of instruction that enables teachers in grades 6-8 to continually connect critical standards.
Rationale for Evidence-based Strategy:	Research shows how beneficial differentiating or adjusting instructions is students at any level of achievement. The ability to implement various models of instructional practice based on the learners abilities yields high effect size (Almarode, Hattie, Fisher, & Frey, 2021)

Action Steps to Implement	
Instructional Coaching: Professional development series on grading practices that reflect Mastery of Standards.	
Person Responsible	Erika Hare (erika.hare@osceolaschools.net)
PLC: Planning teams will give one formative assessment per unit, disaggregate data, and provide review from the data.	
Person Responsible	Kyle Stralkus (kyle.stralkus@osceolaschools.net)
Professional Learning: Provide continuous PD quarterly on effective MYP implementation.	
Person Responsible	Najud DaSilva (najud.dasilva@osceolaschools.net)
TIER 1. Implement Focused Notetaking in science classes.	
Person Responsible	Kyle Stralkus (kyle.stralkus@osceolaschools.net)
Tier 2 & 3: Focus on Vocabulary building with low performing students and subgroups in class and interventions.	
Person Responsible	Kyle Stralkus (kyle.stralkus@osceolaschools.net)

#5. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	Students in the ESSA subgroups scored below the 41% threshold and therefore, this is a need for the school to increase achievement levels and learning gains for both Emergent Bilingual (LYs) and Students with Disabilities (SWDs)
Measureable Outcome:	Increase ELA achievement for LY students from 25% to 28% Increase ELA achievement for SWD from 26%to 29% Increase Math achievement for LY students from 10% to 13% Increase Math achievement for SWD students from 12% to 15%
Monitoring:	Progress monitoring will take place in the Fall, Winter, and Spring using the NWEA assessment platform. Additionally, standards-based unit common assessments are analyzed through the "School City" platform. Monthly Stocktake meetings will review the implementation of action steps and performance data.
Person responsible for monitoring outcome:	Rolando Casado (rolando.casado@osceolaschools.net)
Evidence-based Strategy:	Tier One instruction will differentiate instruction and provide appropriate scaffolds to meet the need of ESSA groups students.
Rationale for Evidence-based Strategy:	Studies show a high effect size when using differentiation and scaffold strategies when addressing SWDs and Emergent Billinguals academic needs (Almarode, Hattie, Fisher, & Frey, 2021).

Action Steps to Implement

Progress Monitoring. Plan and prepare quarterly progress monitoring assessments in the NWEA platform. Will disaggregate the data and set up school wide intervention groups by Tier.

Person Responsible	Sharee Thomas (sharee.thomas@osceolaschools.net)

Instructional Practices. Teachers will plan lessons using the Approaches to Learning skills and align targets and student tasks to the standards.

Person Responsible	Najud DaSilva (najud.dasilva@osceolaschools.net)

PLC. Teachers will have 13 extra hours of PLC to examine, analyze, and guide their instruction.

Person Responsible	Sharee Thomas (sharee.thomas@osceolaschools.net)

Equity and Diversity. Examine subgroup NWEA data and make it available for teachers as they ensure all students are achieving at high levels.

Person Responsible	Sharee Thomas (sharee.thomas@osceolaschools.net)

#6. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Creating an intentional program that addresses the SEL needs of all students is correlated with positive outcomes, which include positive behaviors, improved social interactions, and better test scores. A healthy school culture provides a safe environment where students and staff can foster relationships and encourage student learning.
Measureable Outcome:	Increase students' sense of belonging at school from 36% to 40%. Increase students' self-management from 64% to 68%.
Monitoring:	Panorama survey will be given to students in the Fall and in the Spring. Stocktake meetings will review implementation progress and Panorama survey once the data is collected in the Power BI program. Monthly Stocktake meetings will be used to monitor progress on each action step.
Person responsible for monitoring outcome:	Rolando Casado (rolando.casado@osceolaschools.net)
Evidence-based Strategy:	Afford multiple opportunities for students and staff to communicate their sense of belonging and connection to the school community.
Rationale for Evidence-based Strategy:	A positive sense of belonging within a school creates a better place to learn and work. Additionally, this is positively correlated to improved academic achievement as well as providing a safe environment for students and staff (Hattie, 2021, Muhammad & Cruz, 2019, Gennari, Meloniuo, & Rizvi,20217)

Action Steps to Implement

Community and Parent Involvement. Develop parent workshops that will help build stronger relationships within the school community. Workshops on IB Middle Year Program awareness, PBIS, and Culinary arts.

Person Responsible	Najud DaSilva (najud.dasilva@osceolaschools.net)

Equity and Diversity. Data from referrals will be examined monthly to ensure all populations are treated equitably.

Person Responsible	Yonney Vera (yonney.vera@osceolaschools.net)

Post-secondary Culture. Students will engage in High School/college planning during homeroom GRIT two times per year.

Person Responsible	Najud DaSilva (najud.dasilva@osceolaschools.net)

SEL. Self-regulation: develop and implement a plan for teaching GRIT and monitor through classroom walkthroughs and analysis of minor infraction data.

Person Responsible	Yonney Vera (yonney.vera@osceolaschools.net)

SEL. Students' sense of belonging will be addressed schoolwide by setting up structured clubs during GRIT. Participation data will be analyzed to ensure all students are placed in their chosen clubs.

Person Responsible	Tagemattie Doodnath (tagematiie.doodnath@osceolaschools.net)

PBIS. Increase students' sense of belonging by implementing community circles. Develop a positive school climate by establishing weekly, monthly, and quarterly rewards for students and teachers.

Person Responsible   Rolando Casado (rolando.casado@osceolaschools.net)

PBIS. Facilitate school climate PD on "I Feel Statements/ interpretation discussions"

Person Responsible   Erika Hare (erika.hare@osceolaschools.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The SEL portion of the SIP will be used to address this area of focus. The Panorama Survey will be used to measure outcomes and the overall likelihood of success. The areas of concern are Students Feeling Connected With an Adult on Campus, and Students' Sense of Belonging. These will be monitored twice per year and compare year-over-year data from last year. The discipline will be monitored via the PBIS model and will track the ratio of minor infractions to discipline referrals written, our goal is to write 3.3 minor infractions per each referral.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

Parkway's positive culture and environment use the PBIS framework and has received the recognition of PBIS Model School for two years consecutively. The GRIT model for PBIS sets the operating expectations for Growth, Respect & Responsibility, Integrity, and Tenacity with the following mission statement:
To foster a supportive system of interventions and rewards that develop character and motivate all stakeholders to become positive members of all communities, both locally and globally.
Students are recognized every day for their positive behavior to reinforce and affirm positive interactions.
IB learner profile attributes are also intertwined within the GRIT model.
a. Growth - Reflective, Thinker, Inquirer, and knowledgeable
b. Respect & Responsibility - Caring, Thinker, Principled, and Knowledgeable
c. Integrity - Communicator, Thinker, Open-Minded, and Knowledgeable

d. Tenacity - Balanced, Thinker, Risk-Taker, and Knowledgeable

The token economy uses Pirate Bucks to make purchases in the PBIS store. Staff members will acknowledge and compliment students who are exhibiting GRIT behavior by giving them specific, positive feedback, along with a PIRATE BUCK ticket. Students can redeem their tickets at the school pirate store and individual classroom stores. All students are eligible to receive PIRATE BUCKS and teachers are encouraged to develop positive relationships with students by getting to know them and hopefully becoming trusted adults and approachable.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The PBIS school contact person is Cristian Vazquez-Hogue and the team is comprised of the following staff:

PBIS LEAD-C. Vasquez
CONTENT EXPERT-D. Senter
TIME-KEEPER/Minutes-A.Wallick
ADMIN - M. Gould
DATA - Thomas/Vera/Hare
PBIS STORE - TBD
EVENTS - TBD
Other Members (PLC Representatives)
J. Rivera - Counselors
Dr. Baez - Language Acquisition
E. Olivo - Reading
E. Gilfillan - Individuals & Societies
S .Rodriguez - Math
A. Rodriguez - Photography
M. Agosto - ELA
C. Bailey - Science
Gaul - Design

Part V: Budget

1	III.A.	**Areas of Focus: Leadership: Leadership Development**	**$0.00**
2	III.A.	**Areas of Focus: Instructional Practice: ELA**	**$0.00**
3	III.A.	**Areas of Focus: Instructional Practice: Math**	**$0.00**
4	III.A.	**Areas of Focus: Instructional Practice: Science**	**$0.00**
5	III.A.	**Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups**	**$0.00**
6	III.A.	**Areas of Focus: Culture & Environment: Social Emotional Learning**	**$0.00**
		Total:	**$0.00**