

School District of Osceola County, FL

Parkway Middle School



2015-16 School Improvement Plan

Parkway Middle School

857 FLORIDA PKWY, Kissimmee, FL 34743

www.osceola.k12.fl.us

School Demographics

School Type

Middle

2014-15 Title I School

Yes

2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

60%

Alternative/ESE Center

No

Charter School

No

2015-16 Minority Rate (Reported as Non-white on Survey 2)

92%

School Grades History

Year
Grade

2014-15
C*

2013-14
C

2012-13
C

2011-12
C

**Preliminary Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Parkway Middle School facilitates a supportive and safe climate that challenges students to develop into balanced, compassionate, creative and reflective life-long learners; while fostering a culture of tolerance, rigor and diversity. Students are encouraged to be productive citizens 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 Environment

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

Students are assigned a homeroom teacher to review goals and monitor their progress. The school has multiple parent nights to involve families, including open house, progress report nights (quarterly), and curriculum nights. Parkway embraces all cultures as a Middle Years Program School, celebrating traditions and differences among our students and staff.

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

Students are monitored the entire time they are on campus from arrival to dismissal. Staff is present in the mornings to greet students and on duty in the afternoons to see them on their way. Students may come to the back office at any time to make statements. Staff is present in the hallways during passing to ensure the safety of the students. Students are encouraged to follow the IB learner profile and our PRIDE for Positive Behavior Support. The learner profile consists of being: Principled, Caring, Balanced, Reflective, Knowledgeable, Inquirers, Thinkers, Communicators, Open-minded, and Risk Takers. PRIDE is Positive behavior, Respect and Responsibility, Integrity, Demonstrating Self Control, and Excellence.

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

Every student receives MTSS services through Tier 1 for behavior. Positive Behavior Support is used school-wide as a Tier 1 intervention. The MTSS leadership team, consisting of the School Administrators, Counselors, Deans, Grade Level Chairs, School Psychologist, Speech and Language Therapist, Reading Coach, Math/Science Coach, and MTSS Coordinator meet weekly to disaggregate data and identify students who need services in Tier 2 and Tier 3 for behavior. Teachers are encouraged to use short (5 minute) time out sessions in other classrooms to redirect minor student behavior after the student has ignored the first request. Students then enter back into class and join the rest of class. Teachers use Pirate Bucks to reinforce positive behavior in the classroom, encouraging students to be on task.

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

The school has a guidance counselor who focuses on the social-emotional needs of students. The counselor meets with small groups of students, individuals, and families to determine the best services available for the students. She leads the mentoring program for at-risk students and also works with our families in transition (FIT) population. The school has a food pantry to supplement family needs for those listed as FIT.

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

Parkway Middle School uses various data points to identify students who are at risk for not graduating high school including attendance, failures, suspensions,
112 students had attendance below 90%.

202 students had one or more suspension in 2014-2015.

337 scored a level 1 on State Assessment Math or Reading

Given the overwhelming number of students scoring below grade level. Our focus is to strengthen the instruction and interventions available through Tier 1. The MTSS team will work with grade level and academic PLC's to continually monitor interventions and form new interventions as needed.

Communication between these grade level and content level teams occurs through academic coaches,

grade level chairs and deans and guidance counselor, collectively monitored by the MTSS coordinator.

In addition, PLC meetings, school-wide faculty meetings, grade level meetings, instructional team meetings, department meetings, and Staff Development days will strengthen school-wide MTSS communication.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	35	35	42	112
One or more suspensions	65	65	72	202
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	81	97	159	337
	0	0	0	

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	43	36	74	153

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

Students who exhibit more than 2 indicators are provided a teacher mentor.

Students will be invited to before and after school tutoring.

The Positive Behavior Support program was restructured. Teachers were retrained on the use of minor infractions versus major referrals.

The attendance tracking system was updated and the use of FOCUS reporting and letters home will be utilized to improve attendance.

The 21st Century program will be used to assist students in homework.

Tutoring will be offered during the school day in Math and Language Arts to increase FSA scores.

Students who are suspended must meet with the guidance counselor upon returning from any out of school suspensions.

Teachers are implementing reading and writing strategies across the curriculum.

Reading: Students with a Level 1 score in the FSA Reading are receiving Tier 2 intervention in a double

block Intensive Language Arts class. Students with a Level 2 score in the FSA Reading are receiving Tier 2 intervention in a single block Intensive Language Arts class.

Math: The team will gather data from different sources, namely FSA scores (Lowest Quartile), Diagnostic and Screening Assessment (STAR), and grades in common assessments, to determine students who are not making adequate progress in Math and need interventions through Tier 2. These will take place in small group instruction, 3 times a week, during students' elective period. Behavior: The team will identify students with challenging behaviors and use appropriate PBS strategies to modify these behaviors, including assigning Mentors, and keeping Behavior Contracts.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Parkway will hold monthly School Advisory Committee (SAC) meetings the first Thursday of every month with the exception of August. SAC has the responsibility for developing, implementing, and evaluating the various levels plans, including SIP and PIP. The school will appoint a School and parent liaison to make connections with the community keeping them inform of school activities and ways to assist teachers in their children learning.

Parkway will hold a Parent Night per quarter to focus on academic support in class subjects. Parkway will hold a Parent/ Teacher Conference Night in the Fall. Parkway will hold a Title I Parent Information Night at the begining of the school year. The school will hold an Open House prior to the start of the school year to encourage parent involvement in the school.

Title I Schools, in collaboration with parents, teachers, staff and community stakeholders, annually prepare and submit to FLDOE a detailed Parent Involvement Plan (PIP). All parents are invited to provide input into the PIP design. The final version of the plan is presented to the School Advisory Council (SAC) for approval, prior to FLDOE upload.

Required components of the plan include the annual Title I Meeting. The District Title I office provides a PowerPoint template with areas for the school to personalize mission, vision, curriculum and demographic information to share with parents at the annual meeting. Another area of the PIP

focuses on staff training activities in effectively engaging parents to participate in the academic achievement of their children. District Title I provided training modules include the five levels of parent involvement, along with cultural sensitivity training in collaboration with Title III. The plan also outlines annual Building Capacity events the school plans to involve parents in their child's academic progress along with community outreach integration.

All parents are also invited to participate in the preparation of the school Compact. The Compact document consists of three sections targeting: student, parent and teacher. It is a pledge to uphold the school's vision, mission and specific educational accountability. It is discussed and signed by every elementary student, parent and teacher. The Compact is sent home for parent review at the middle and high school levels.

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

Parkway has an OASIS/ Business Partner Liaison who works with the community to bring resources and volunteers into the school.

In 2014-15 Parkway was a 5 Star School, earning enough volunteer hours to qualify for the Gold Award. Parkway's goal for 2015-2016 is the Gold Award.

Parkway holds several community events including, Fall Festival, International Fair, Career Day, and Principal for a Day. The community is encouraged to participate in these events and become aware of other cultures as we celebrate our differences as an International School.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Gould, Megan	Principal
Santiago, Henry	Assistant Principal
Rogacki, Aimee	Assistant Principal
Reid, Nicole	Paraprofessional
Dinkins, Vanard	Dean
Johnson, Greg	Dean
Rousch, Amy	Dean
Revell, Justin	Teacher, K-12
Perez, Lisa	Psychologist
Rosado, Josephine	Instructional Coach
Ruiz, Evelyn	Instructional Coach
Keenum, Carla	Teacher, K-12
Meekhof, Dixie	Guidance Counselor
Cornett, Ashlee	Instructional Media
Fenn, Matthew	Instructional Coach
Boyd, Leah	Instructional Coach

Duties

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

The Leadership Team meets to develop, discuss and analyze data for Tier 1,2, or 3 students and to develop best practices and appropriate interventions for students identified. The team will review progress monitoring data at the school level and classroom level to identify each child's risk level. Based on data, the team will evaluate, collaborate and respond with effective shared intervention strategies aimed at making each child successful in the current environment if possible. Administrators will collect instructional practice data through classroom walk-through and observations. Administrators will provide guidance and feedback on a continuous basis. Administrators will also review lesson plans and provide feedback on the levels of engagement and rigor planned.

The Academic Leadership Team (Academic Coaches, Department Heads, Grade Level Chairs, Guidance Counselor, and Administrators) meets weekly to discuss concerns and on-going initiatives at the school.

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 MTSS team meets monthly to monitor, collect data and to implement strategies to ensure that students' achievement goals are met. If a need is found, the committee determines the necessary steps to provide intervention/remediation to meet the students needs.

Students have several opportunities to obtain tutoring throughout the school year. Morning tutoring is offered five days a week from 7:20 AM-8:20 AM; After-school program is offered Monday, Tuesday, Thursday and Friday from 4:00PM-6:30 PM; and Academic Saturday Schools are offered four times a month.

During the school year, any student who is failing a course is recommended for Academic Saturday School in order to complete assignments and assessments. A grade recovery program is implemented in the summer to assist students who fail a class during the school year. Reading and Math Coaches develop and lead programs based on Florida Standards.

Parkway participates in SAVE school program. This program offers an orientation and presentations about bullying to students, staff, and families. Deans and the guidance counselor coordinate bullying conferences for students who are exhibiting bullying behaviors. When Neglected and/or Delinquent children are enrolled in our school, we also coordinate efforts with the Department of Children and Families to ensure that all student needs are met.

Our FIT (Families in transition)program is coordinated by our guidance counselor. This program provides food from our pantry, clothing and school supplies as needed.

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students if enrolled at our school.

To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

The school utilizes technology to support classroom instruction. The school has six computer labs and two mobile labs. Teachers participate in ongoing Professional Development to enhance education using technology. Every teacher has a laptop in their classroom in addition to a document camera, LCD projector and smart board. Discovery Education, TeenBiz and PLATO are some of the

software that our students are able to use to enhance their education. Professional Development is provided for Writers in control, Math Solutions, and Marzano Research Laboratory. It is also used to focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation.

As part of the CTE program, Parkway offers courses in Culinary Arts, Computer for Colleges and Careers, and Orientation to Careers.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Megan Gould	Principal
Henry Santiago	Teacher
Ashley Cornett	Teacher
Marta Calderon	Teacher
Micah Massaquoi	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

SAC will meet to discussed the FSA/FCAT/District Assessment scores and School grade. Based on that, new goals will be established for the 2015-2016 school year. Committee will meet and discuss data concerning Early Warning Signals for the students and how to better serve them.

Development of this school improvement plan

Parkway will hold monthly School Advisory Committee (SAC) meetings. SAC has the responsibility for developing, implementing, and evaluating various level plans, including SIP and PIP.

Preparation of the school's annual budget and plan

The administration at Parkway will request funds from the SAC Committee to use to purchase educational materials which would span all levels at the school which would include textbooks and other reading materials that are necessary to satisfy Parkway's goal of a high-level education experience for our entire student- body.

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

Funds became available at the end of last school year 2014-2015. The total amount assigned was \$10,892.77.

At the present time the funds have been released for the 2015-2016 school of \$5,000.00.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Rosado, Josephine	Instructional Coach
Ruiz, Evelyn	Other
Rogacki, Aimee	Assistant Principal
Gould, Megan	Assistant Principal
Reid, Nicole	Teacher, K-12
Santiago, Henry	Assistant Principal
Cornett, Ashlee	Instructional Media
Fenn, Matthew	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The major initiative this year is to promote writing skills across all subjects areas. The LLT develops school-wide reading initiatives that promote disciplinary literacy and a school culture of student readers as leaders, included but not limited to school-wide Battle of the Books, Family Literacy Night, Book Clubs, participation in Read Across America Day, and Scholastic Summer Reading Challenge. Students are encouraged to read during homeroom and during free time. The LLT provides Pirate Bucks for students caught reading during the day.

Teachers meet during their common planning time with the Literacy Coach to discuss lesson plans, and literacy strategies and goals for the school year. The LLT will assist with the implementing of reading and writing across curriculum, by providing continuous professional development to the staff.

Public and Collaborative Teaching

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

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

Teachers at each grade level have a common planning of 85 minutes per day. On a weekly basis the grade level meets in a professional learning community to discuss data, lesson planning, and build strategies for instructional practice. All teachers must work collaboratively to develop common units and assessments using Middle Years Program language.

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

When recruiting, the Principal and Assistant Principals ask highly-qualified, effective teachers in the faculty to be part of the interviewing process. The Principal and Assistant Principals arrive at a decision together. The questions asked during the interviews are tied to questions addressing goals and routines, instructional practices, and strategies enacted on the spot, with an emphasis on identifying candidates' ability to work with our students' academic needs and behaviors, strong knowledge of content area, and belief that all students can learn. Candidates are made aware of the rigorous nature of the MYP program and questions are aligned to support the program. To retain highly qualified teachers, the Principal and Assistant Principals provide teachers with leadership opportunities in various committees, are receptive of teachers' feedback, and promote Professional Development and a positive culture. New teachers at Parkway are assigned a mentor to assist the transition. We offer on-going

professional development in subject areas and grade levels with an emphasis on staff culture. All new teachers are provided Level 1 Middle Years Program training in their subject areas within their first year of employment. Returning teachers are working on Level 2 and Level 3 trainings in their subject areas when available.

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

Ms. Maria Gil is in charge of the Teacher Mentoring Program for New Parkway Members. New faculty members are assigned a mentor who is highly qualified and highly effective. The pairings are in the same subject area and when possible the same grade level.

Depending on new teachers' status, Ms. Gil will meet with the new teachers every other week (or more often if needed) to go over school procedures, grading, planning, instructional strategies, evaluation, portfolio, requirements, and other support teachers may need by following the District handbook. Ms. Gil sends our weekly updates via email to the teachers to help them keep track of upcoming deadlines and responsibilities.

The new teachers attend an orientation during the summer to provide them key information on the school, including school procedures, staff directory and responsibilities, and an introduction to the Middle Years Program.

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 participated in a week long training for Middle Years Program unit planning, where they broke down the state standards and created units. Teachers also participate in monthly PLC's where they are examining the standards, creating assessments and inquiry questions to align with the standards.

All teachers have the state standards listed on their common board configuration for the current unit. Through classroom observations and walk throughs, administrators are able to identify the core standards taught and are looking for activities to support the standards.

The instructional coaches provide continuous professional development on the standards.

All textbooks are state and district adopted materials, which have undergone extensive matching to the standards.

The Middle Years Program curriculum begins with the Florida Standards and addresses how the content is taught. Teachers must teach with Global Contexts in mind and use real world examples to explain concepts.

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

All level one reading students are placed in an Intensive Reading course paired with a Language Arts course. Level two readers are placed in a Reading class and Language Arts course with the same teacher. All level three, four and five readers have a semester of Reading and a year long Language Arts course. Students are assessed four times a year with a district formative. Students who fall in the bottom twenty-five percent are provided an additional reading course to support their needs.

Exceptional Education students are provided support in math and language arts by an ESE teacher. Non-English speakers are placed in a sheltered program for ESL students, where instruction is given in both English and Spanish. Students who are not native Spanish or English speakers are paired with another student to assist in translations. All ESL students are supported in other classes by paraprofessionals.

Students who are not demonstrating proficiency at grade level are invited to attend the various tutoring sessions to support their learning.

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: Before School Program

Minutes added to school year: 9,600

Morning tutoring is conducted by certified teachers. Teachers meet in the morning for an hour 7:20-8:20 AM. Teachers will focus on core academics in Math and Reading to supports the state assessed standards.

Strategy Rationale

Individual student needs will be assessed to target weak standards. Students will be tutored in a small group setting.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Revell, Justin, revellj@osceola.k12.fl.us

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

Parkway uses STAR (Math and Reading) for Pre and Post tests. Students are assess 4 times a year in the regular school day and assessed monthly for tutoring purposes. This test will determine the areas of concerns for all students. Data is analyzed to see the student's progress.

Strategy: After School Program

Minutes added to school year: 2,880

During summer school students are rotated in different academics and recreational opportunities. Students participate in technology, culinary art activities, gardening, educational field trips and more.

Strategy Rationale

Students are provided hands on opportunities to extend their background knowledge increasing their academic chances for success.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Revell, Justin, revellj@osceola.k12.fl.us

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

Parkway uses STAR (Math and Reading) for Pre and Post tests. Students are assess 4 times a year in the regular school day and assessed monthly for tutoring purposes. This test will determine the areas of concerns for all students. Data is analyzed to see the student's progress.

Strategy: Weekend Program

Minutes added to school year: 20,400

In the afternoon students meet Monday, Tuesday, Thursday and Friday from 4:00-6:30 PM. Certified teachers work with students on areas of need from the instructional day as well as diving deeper into content. The after school program is project based, where students have hands on experiences in content areas.

Strategy Rationale

By giving students additional support in content areas, students will demonstrate growth and understanding in the classroom. Hands on experiences are critical for deepening knowledge.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Gould, Megan, gouldm@osceola.k12.fl.us

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

Parkway uses STAR (Math and Reading) for Pre and Post tests. Students are assess 4 times a year in the regular school day and assessed monthly for tutoring purposes. This test will determine the areas of concerns for all students. Data is analyzed to see the student's progress.

Strategy: Summer Program

Minutes added to school year: 2,160

Academic Saturdays are extended academic opportunities offered to all student in need of remediation.

Strategy Rationale

Students who are falling behind during the regular school week are invited to Academic Saturdays to gain additional support from certified teachers.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Student grades will be analyzed twice monthly to assess students who need extra support.

Strategy: Summer Program

Minutes added to school year: 1,440

Teachers in Math, Science, Language Arts, and Social Studies will provide credit recovery opportunities for students who failed a core subject during the school year.

Strategy Rationale

Students who complete the academic requirements of the Summer Program will not be retained, allowing them to continue with their cohort.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Gould, Megan, gouldm@osceola.k12.fl.us

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

Students grades will be monitored throughout the school year and the Summer Program.

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

Parkway participates in vertical articulation with the elementary and high school feeder patterns by allowing teachers to meet and discuss student needs. Administrators at all feeder schools meet to discuss programs and alignments.

Parkway offers a 6th grade Orientation Night in the Spring as well as open house in the Fall. Parkway administration and Guidance Counselor visit all feeder schools to give an overview of curriculum options.

The high school guidance department also comes to Parkway to register the incoming 9th grade students.

Since Parkway is a Choice International Baccalaureate School, Parkway visits other schools in the county to provide information to parents and students about our programs. There is a direct path for International Baccalaureate students in the district. As IB schools, Gateway High School, Celebration High School, Thacker Avenue Elementary, and Parkway meet quarterly to align the IB programs.

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

The school promotes academic and career courses by encouraging students to select choice classes as part of their career growth. Students at Parkway participate in a career day. AVID students visit different colleges and universities in the area. Every Friday is College Day, where students and staff dress in their favorite college attire.

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

Parkway offers a variety of CTE programs to enhance 6th and 7th grade students' learning including: Culinary Careers, Orientation to Career Clusters, and Computer Applications.

Parkway offers 8th grade students the opportunity to gain industry certification and high school credit in the following courses: Culinary Arts 1, Computing for College and Careers, and Introduction to Information Technology.

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

To Align with the MYP program, all students participate in a technology course every year. Teachers are encouraged to build cross-curricular units to enhance student learning, allowing Math and Science teachers the opportunity to tie in technology standards into their core curriculum. This allows for deeper understanding of the material. Language Arts and Social Studies teachers are encouraged to pick unit topics related to CTE.

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

As an IB Middle Years Program school, rigorous curriculum is embedded in the daily routines. Students are challenged to think deeper and make connections to the real world.

Parkway offers nine high school credit courses to students who display high school readiness (Algebra 1 Honors, Biology Honors, Physical Science Honors, Geometry Honors, Spanish 1 Honors, French 1 Honors, Computing for College and Careers, Introduction to Informational Technology, and Culinary Arts 1). There are over 250 students currently enrolled in at least one high school credit course.

By accelerating students, Parkway gives them an opportunity to take Dual Enrollment or Advanced Placement courses in high school.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

- G1.** Math teachers will implement Mathematical practices, strategies, and standards based instruction in their classrooms with fidelity and collaborate through professional learning communities.
- G2.** Science teachers will implement science practices, strategies, and standards based instruction in their classrooms with fidelity and collaborate through professional learning communities.
- G3.** MYP Language and Literature teachers will implement best practices, strategies, and standards based instruction in their classrooms with fidelity and collaborate through professional learning communities. Content area teachers will implement reading and writing across the curriculum to enhance student achievement.

Strategic Goals Detail

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

G1. Math teachers will implement Mathematical practices, strategies, and standards based instruction in their classrooms with fidelity and collaborate through professional learning communities. 1a

 G069217

Targets Supported 1b

Indicator	Annual Target
AMO Math - ELL	55.0
Algebra I FSA EOC Pass Rate	100.0
Math Achievement District Assessment	55.0

Resources Available to Support the Goal 2

- All students will be tested using the STAR assessment which will give teachers information on each student's instructional level, skills and strategies needed to increase or enhance instruction.
- District modules provided offer a baseline for planning focusing on skills needed to increase performance on FSA.
- Professional development for teachers on Math Solutions, PLC's, WICOR Strategies, and MYP.

Targeted Barriers to Achieving the Goal 3

- Teachers need a clear understanding of requirements/specs of standard expectations.
- Students need more practice with math discourse in the classroom
- Knowledge and Implementation of accommodations/ interventions contributes to not breaking down language barriers for students.

Plan to Monitor Progress Toward G1. 8

STAR Data, PLC minutes, formative assessments, and classroom observation

Person Responsible

Megan Gould

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Minutes, PLC's , student engagement, peer observations, lesson plans, assessment data

G2. Science teachers will implement science practices, strategies, and standards based instruction in their classrooms with fidelity and collaborate through professional learning communities. 1a

 G069218

Targets Supported 1b

Indicator	Annual Target
Science Achievement District Assessment	50.0
FCAT 2.0 Science Proficiency	45.0

Resources Available to Support the Goal 2

- ESOL Compliance Specialist
- STAR assessments
- Achieve 3000
- FOCUS reports

Targeted Barriers to Achieving the Goal 3

- Teachers need training on integrating reading strategies, lexile levels, and understanding the correlation between ELA and Science.
- Teachers need time to meet and collaborate in Professional Learning Communities.
- Teachers need training on MYP strategies, common assessments, and grading practices

Plan to Monitor Progress Toward G2. 8

District Assessments, Common Assessments

Person Responsible

Megan Gould


Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Data binder with reports and graphs.

G3. MYP Language and Literature teachers will implement best practices, strategies, and standards based instruction in their classrooms with fidelity and collaborate through professional learning communities. Content area teachers will implement reading and writing across the curriculum to enhance student achievement. **1a**

 G069219

Targets Supported **1b**

Indicator	Annual Target
FAA Writing Proficiency	60.0
AMO Reading - All Students	70.0
AMO Reading - ELL	57.0
CELLA Reading Proficiency	50.0
ELA Achievement District Assessment	60.0

Resources Available to Support the Goal **2**

- Core Connections training
- Peer teacher coaching
- Monthly essay writing and rubrics
- ELL sheltered program

Targeted Barriers to Achieving the Goal **3**

- Teachers need a clear understanding of requirements/specs of standard expectations.
- Teachers need a clear understanding or reading strategies.

Plan to Monitor Progress Toward G3. **8**

Quarterly Osceola Writes data, Common Assessments, STAR, and MYP Unit Assessments

Person Responsible

Megan Gould

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Graph of student progress

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. Math teachers will implement Mathematical practices, strategies, and standards based instruction in their classrooms with fidelity and collaborate through professional learning communities. **1**

 **G069217**

G1.B1 Teachers need a clear understanding of requirements/specs of standard expectations. **2**

 **B180064**

G1.B1.S1 Professional Development on mathematical standards and specifications. **4**

 **S191337**

Strategy Rationale

Teachers need to be able match the taught curriculum to the written curriculum.

Action Step 1 **5**

Teachers will attend school based and district professional development.

Person Responsible

Leah Boyd

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

training logs from professional development

Action Step 2 5

PLC's focusing on standards and item specs

Person Responsible

Leah Boyd

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

PLC sign in sheets, minutes, and agenda

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

Administration will look for activities that align to standard based instruction.

Person Responsible

Megan Gould

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Observation data, unit plans, assessments, and meetings with admin.

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

Admin meetings with Math department to discuss concerns, issues, and STAR Data.

Person Responsible

Megan Gould


Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Notes from meeting

G1.B1.S2 PLC's where teachers are planning for common assessments, grading practices, unpacking standards and units. 4

 S191338

Strategy Rationale

Teachers must have time to work together to create and grade assessments and units.

Action Step 1 5

Common Planning must be scheduled in the master schedule

Person Responsible

Megan Gould

Schedule

Daily, from 7/1/2014 to 8/18/2014

Evidence of Completion

Master Schedule

Action Step 2 5

PLC schedule for school year with production tasks for teachers outlined

Person Responsible

Aimee Rogacki

Schedule

Quarterly, from 8/18/2014 to 6/1/2015

Evidence of Completion

PLC schedule and Unit plans

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

Administration will attend or lead PLC's on a monthly basis for unit planning.

Person Responsible

Aimee Rogacki

Schedule

Monthly, from 8/26/2014 to 5/26/2015

Evidence of Completion

Unit Plans will be turned in for review by an administrator.

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

Unit plans will be examined for new standards and the activities that support the standard from the new textbooks.

Person Responsible

Aimee Rogacki

Schedule

Every 6 Weeks, from 8/18/2014 to 6/4/2015

Evidence of Completion

Spreadsheet of completed unit plans.

G1.B3 Students need more practice with math discourse in the classroom 2

 B180066

G1.B3.S1 Teachers will implement talk moves in their classroom 4

 S191340

Strategy Rationale

Establishing a climate that supports discourse is essential for student achievement

Action Step 1 5

Teacher will be retrained on the talk moves

Person Responsible

John Boyd

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Professional Development logs

Action Step 2 5

PLC discussions on Talk moves and math discourse

Person Responsible

John Boyd

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

PLC meeting minutes

Action Step 3 5

Classroom walk throughs

Person Responsible

Megan Gould

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

walk through data

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

Administrators/ Math Coach will conduct classroom walk throughs

Person Responsible

Megan Gould

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

walk through data collection

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

The amount of Math discourse during walk throughs will increase

Person Responsible

Megan Gould


Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

walk through data collection specific to talk moves

G1.B5 Knowledge and Implementation of accommodations/ interventions contributes to not breaking down language barriers for students. 2

 B180068

G1.B5.S1 Teachers will participate in ELL trainings with the ESOL Compliance Specialist on accommodations and strategic interventions. 4

 S191342

Strategy Rationale

Teachers need additional support for implementing and understanding ELL accomadations.

Action Step 1 5

Teachers will receive on going training on how to effectively implement ELL accommodations and strategies in math.

Person Responsible

Evelyn Ruiz

Schedule

On 6/9/2016

Evidence of Completion

Training agenda, minutes, and sign in logs.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Teachers will meet in PLC's to discuss implementation, strategies, and data of ELL accommodations and students.

Person Responsible

Megan Gould

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

PLC minutes

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Classroom walk-throughs

Person Responsible

Megan Gould

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

walk-through data

G2. Science teachers will implement science practices, strategies, and standards based instruction in their classrooms with fidelity and collaborate through professional learning communities. 1

G069218

G2.B1 Teachers need training on integrating reading strategies, lexile levels, and understanding the correlation between ELA and Science. 2

B180070

G2.B1.S1 Literacy coach will train teachers on reading and writing strategies and lexile levels across the curriculum. 4

S191343

Strategy Rationale

Once teachers have the knowledge on how to use effective reading and writing strategies in their content area; they will be able to implement them.

Action Step 1 5

Literacy Coach will train the science department on understanding reading lexile levels, how to incorporate reading and writing strategies into their content area.

Person Responsible

Josephine Rosado

Schedule

Annually, from 8/24/2015 to 6/9/2016

Evidence of Completion

Training agenda, notes, minutes, logs, and PLC meeting notes

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

Literacy coach will submit their training notes, vision and action plan

Person Responsible

Josephine Rosado

Schedule

Annually, from 8/24/2015 to 6/9/2016

Evidence of Completion

logs

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

Leadership and Literacy coach classroom observations

Person Responsible

Megan Gould


Schedule

Monthly, from 8/24/2015 to 6/9/2016


Evidence of Completion

Observation notes

G2.B3 Teachers need training on MYP strategies, common assessments, and grading practices 2

 B180072

G2.B3.S1 New teachers will attend Level 1 MYP training 4

 S191346

Strategy Rationale

New teachers need strategies for planning and implementing the rigorous MYP curriculum.

Action Step 1 5

IB coordinator will train new teachers on the Middle Years Programme.

Person Responsible

Amy Rousch

Schedule

Annually, from 8/24/2015 to 6/9/2016

Evidence of Completion

Training agenda, logs, and presentation

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Classroom observations

Person Responsible

Aimee Rogacki

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Observation notes and teacher conferences

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Common Assessments, MYP Unit Assessment

Person Responsible

Aimee Rogacki

Schedule


Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Data results from common assessments, unit assessments, and STAR

G2.B3.S2 Teachers will utilize the MYP unit plan to assist them with collaborative planning during PLC's.

4

 S191347

Strategy Rationale

When teachers plan units together, they create engaging lessons that are standards based and student focused.

Action Step 1 5

Teachers will collaborate on a weekly basis to complete unit lesson plans using the MYP format.

Person Responsible

Aimee Rogacki

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

MYP unit plans

Action Step 2 5

Teacher will be given feedback on their units in order to address MYP requirements and to ensure activities are engaging.

Person Responsible

Aimee Rogacki

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Unit lesson plans

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Unit plans are reviewed and feedback is given by administration

Person Responsible

Aimee Rogacki

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Teachers will submit collaborative unit plans for administrative review.

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Teachers will understand how to write unit plans and will write them successfully.

Person Responsible

Aimee Rogacki

Schedule

Monthly, from 8/24/2015 to 6/9/2016


Evidence of Completion

Unit plans will be completed successfully.


G3. MYP Language and Literature teachers will implement best practices, strategies, and standards based instruction in their classrooms with fidelity and collaborate through professional learning communities. Content area teachers will implement reading and writing across the curriculum to enhance student achievement. 1

 G069219

G3.B1 Teachers need a clear understanding of requirements/specs of standard expectations. 2

 B180075

G3.B1.S1 Have teachers unpack the standards and identify essential standards through professional learning communities. 4

 S191348

Strategy Rationale

Consolidate the number of standards, so that is more obtainable.

Action Step 1 5

Schedule Professional Learning Communities, so that teachers can collaborate on identifying essential reading and writing standards.

Person Responsible

Megan Gould

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

PLC/ PD schedule

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

PLC minutes, agendas, and goals

Person Responsible

Megan Gould

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

PLC minutes

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Literacy coach will conduct class visits to support implementation of essential standards, strategies, and curriculum.

Person Responsible

Josephine Rosado

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Classroom visit log

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Reading and Writing should be embedded in the MYP unit plans.

Person Responsible

Aimee Rogacki

Schedule

Every 6 Weeks, from 8/24/2015 to 6/9/2016

Evidence of Completion

Unit plans will include writing assessments and strategies.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Literacy coach will analyze data on who is using the strategies and essential standards based on class visits.

Person Responsible

Josephine Rosado


Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Data presented at leadership meetings

G3.B1.S2 Implementation of writing through MYP unit assessments. 4

 S191349

Strategy Rationale

The MYP program requires a writing component to their summative assessments which is graded using a rubric. Students will need to defend their thoughts using evidence from their units.

Action Step 1 5

In PLC's teachers will plan together for their writing MYP summative assessments.

Person Responsible

Amy Rousch

Schedule

Every 6 Weeks, from 8/24/2015 to 6/9/2016

Evidence of Completion

unit plans, PLC minutes

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Teachers will submit student work samples for MYP

Person Responsible

Amy Rousch

Schedule

Every 6 Weeks, from 8/24/2015 to 6/9/2016

Evidence of Completion

student work samples of writing

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Osceola Writes, STAR, and Assessment scores will increase

Person Responsible

Josephine Rosado


Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

writes data, STAR, MYP Unit Assessments, Common Assessments

G3.B1.S3 Teachers will implement core connections strategies and grading practices. 4

 S191350

Strategy Rationale

Give teachers an opportunity to engage in best practices.

Action Step 1 5

Teachers will participate in Core Connection training and professional learning communities.

Person Responsible

Schedule

On 6/9/2016

Evidence of Completion

Training logs, agendas, PLC goals

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Classroom Walkthroughs, PLC notes, training logs

Person Responsible

Megan Gould

Schedule

On 6/9/2016

Evidence of Completion

Classroom Walkthrough feedback, PLC notes, training logs

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

MYP unit plans, classroom walkthroughs, assessment data, student engagement

Person Responsible

Megan Gould


Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Data of common assessments, Lesson plans

G3.B2 Teachers need a clear understanding or reading strategies. 2

 B180076

G3.B2.S1 Implementation of Reading strategies and WICOR strategies across the curriculum. 4

 S191351

Strategy Rationale

Teachers will get an opportunity learn and implement strategies.

Action Step 1 5

Professional Development on Reading and WICOR strategies.

Person Responsible

Josephine Rosado

Schedule

Annually, from 8/24/2015 to 6/9/2016

Evidence of Completion

Training Logs, PLC notes

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Observations, Got GRIT cards, classroom walkthrough, Lesson Plans

Person Responsible

Megan Gould

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Unit Lesson Plans, Observation notes, GRIT cards data

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

District and Teacher Assessments, STAR, MYP Unit assessments

Person Responsible

Josephine Rosado

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Data trends, graphed data

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

District and Teacher Assessments, STAR, MYP Unit assessments

Person Responsible

Josephine Rosado

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Data trends, graphed data

Appendix 1: Implementation Timeline

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

Osceola - 0821 - Parkway Middle School - 2015-16 SIP

Parkway Middle School

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	Teachers will attend school based and district professional development.	Boyd, Leah	8/24/2015	training logs from professional development	6/9/2016 quarterly
G1.B1.S2.A1	Common Planning must be scheduled in the master schedule	Gould, Megan	7/1/2014	Master Schedule	8/18/2014 daily
G1.B3.S1.A1	Teacher will be retrained on the talk moves	Boyd, John	8/24/2015	Professional Development logs	6/9/2016 monthly
G1.B5.S1.A1	Teachers will receive on going training on how to effectively implement ELL accommodations and strategies in math.	Ruiz, Evelyn	8/24/2015	Training agenda, minutes, and sign in logs.	6/9/2016 one-time
G2.B1.S1.A1	Literacy Coach will train the science department on understanding reading lexile levels, how to incorporate reading and writing strategies into their content area.	Rosado, Josephine	8/24/2015	Training agenda, notes, minutes, logs, and PLC meeting notes	6/9/2016 annually
G2.B3.S1.A1	IB coordinator will train new teachers on the Middle Years Programme.	Rousch, Amy	8/24/2015	Training agenda, logs, and presentation	6/9/2016 annually
G2.B3.S2.A1	Teachers will collaborate on a weekly basis to complete unit lesson plans using the MYP format.	Rogacki, Aimee	8/24/2015	MYP unit plans	6/9/2016 weekly
G3.B1.S1.A1	Schedule Professional Learning Communities, so that teachers can collaborate on identifying essential reading and writing standards.	Gould, Megan	8/24/2015	PLC/ PD schedule	6/9/2016 biweekly
G3.B1.S2.A1	In PLC's teachers will plan together for their writing MYP summative assessments.	Rousch, Amy	8/24/2015	unit plans, PLC minutes	6/9/2016 every-6-weeks
G3.B1.S3.A1	Teachers will participate in Core Connection training and professional learning communities.		8/24/2015	Training logs, agendas, PLC goals	6/9/2016 one-time
G3.B2.S1.A1	Professional Development on Reading and WICOR strategies.	Rosado, Josephine	8/24/2015	Training Logs, PLC notes	6/9/2016 annually
G1.B1.S1.A2	PLC's focusing on standards and item specs	Boyd, Leah	8/24/2015	PLC sign in sheets, minutes, and agenda	6/9/2016 monthly
G1.B1.S2.A2	PLC schedule for school year with production tasks for teachers outlined	Rogacki, Aimee	8/18/2014	PLC schedule and Unit plans	6/1/2015 quarterly
G1.B3.S1.A2	PLC discussions on Talk moves and math discourse	Boyd, John	8/24/2015	PLC meeting minutes	6/9/2016 monthly
G2.B3.S2.A2	Teacher will be given feedback on their units in order to address MYP requirements and to ensure activities are engaging.	Rogacki, Aimee	8/24/2015	Unit lesson plans	6/9/2016 monthly
G1.B3.S1.A3	Classroom walk throughs	Gould, Megan	8/24/2015	walk through data	6/9/2016 monthly
G1.MA1	STAR Data, PLC minutes, formative assessments, and classroom observation	Gould, Megan	8/24/2015	Minutes, PLC's , student engagement, peer observations, lesson plans, assessment data	6/9/2016 weekly
G1.B1.S1.MA1	Admin meetings with Math department to discuss concerns, issues, and STAR Data.	Gould, Megan	8/24/2015	Notes from meeting	6/9/2016 monthly
G1.B1.S1.MA1	Administration will look for activities that align to standard based instruction.	Gould, Megan	8/24/2015	Observation data, unit plans, assessments, and meetings with admin.	6/9/2016 monthly
G1.B3.S1.MA1	The amount of Math discourse during walk throughs will increase	Gould, Megan	8/24/2015	walk through data collection specific to talk moves	6/9/2016 monthly
G1.B3.S1.MA1	Administrators/ Math Coach will conduct classroom walk throughs	Gould, Megan	8/24/2015	walk through data collection	6/9/2016 monthly
G1.B5.S1.MA1	Classroom walk-throughs	Gould, Megan	8/24/2015	walk-through data	6/9/2016 monthly

Osceola - 0821 - Parkway Middle School - 2015-16 SIP

Parkway Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B5.S1.MA1	Teachers will meet in PLC's to discuss implementation, strategies, and data of ELL accommodations and students.	Gould, Megan	8/24/2015	PLC minutes	6/9/2016 monthly
G1.B1.S2.MA1	Unit plans will be examined for new standards and the activities that support the standard from the new textbooks.	Rogacki, Aimee	8/18/2014	Spreadsheet of completed unit plans.	6/4/2015 every-6-weeks
G1.B1.S2.MA1	Administration will attend or lead PLC's on a monthly basis for unit planning.	Rogacki, Aimee	8/26/2014	Unit Plans will be turned in for review by an administrator.	5/26/2015 monthly
G2.MA1	District Assessments, Common Assessments	Gould, Megan	8/24/2015	Data binder with reports and graphs.	6/9/2016 quarterly
G2.B1.S1.MA1	Leadership and Literacy coach classroom observations	Gould, Megan	8/24/2015	Observation notes	6/9/2016 monthly
G2.B1.S1.MA1	Literacy coach will submit their training notes, vision and action plan	Rosado, Josephine	8/24/2015	logs	6/9/2016 annually
G2.B3.S1.MA1	Common Assessments, MYP Unit Assessment	Rogacki, Aimee	8/24/2015	Data results from common assessments, unit assessments, and STAR	6/9/2016 quarterly
G2.B3.S1.MA1	Classroom observations	Rogacki, Aimee	8/24/2015	Observation notes and teacher conferences	6/9/2016 quarterly
G2.B3.S2.MA1	Teachers will understand how to write unit plans and will write them successfully.	Rogacki, Aimee	8/24/2015	Unit plans will be completed successfully.	6/9/2016 monthly
G2.B3.S2.MA1	Unit plans are reviewed and feedback is given by administration	Rogacki, Aimee	8/24/2015	Teachers will submit collaborative unit plans for administrative review.	6/9/2016 monthly
G3.MA1	Quarterly Osceola Writes data, Common Assessments, STAR, and MYP Unit Assessments	Gould, Megan	8/24/2015	Graph of student progress	6/9/2016 quarterly
G3.B1.S1.MA1	Literacy coach will analyze data on who is using the strategies and essential standards based on class visits.	Rosado, Josephine	8/24/2015	Data presented at leadership meetings	6/9/2016 quarterly
G3.B1.S1.MA1	PLC minutes, agendas, and goals	Gould, Megan	8/24/2015	PLC minutes	6/9/2016 biweekly
G3.B1.S1.MA2	Literacy coach will conduct class visits to support implementation of essential standards, strategies, and curriculum.	Rosado, Josephine	8/24/2015	Classroom visit log	6/9/2016 monthly
G3.B1.S1.MA4	Reading and Writing should be embedded in the MYP unit plans.	Rogacki, Aimee	8/24/2015	Unit plans will include writing assessments and strategies.	6/9/2016 every-6-weeks
G3.B2.S1.MA1	District and Teacher Assessments, STAR, MYP Unit assessments	Rosado, Josephine	8/24/2015	Data trends, graphed data	6/9/2016 quarterly
G3.B2.S1.MA1	District and Teacher Assessments, STAR, MYP Unit assessments	Rosado, Josephine	8/24/2015	Data trends, graphed data	6/9/2016 quarterly
G3.B2.S1.MA1	Observations, Got GRIT cards, classroom walkthrough, Lesson Plans	Gould, Megan	8/24/2015	Unit Lesson Plans, Observation notes, GRIT cards data	6/9/2016 monthly
G3.B1.S2.MA1	Osceola Writes, STAR, and Assessment scores will increase	Rosado, Josephine	8/24/2015	writes data, STAR, MYP Unit Assessments, Common Assessments	6/9/2016 quarterly
G3.B1.S2.MA1	Teachers will submit student work samples for MYP	Rousch, Amy	8/24/2015	student work samples of writing	6/9/2016 every-6-weeks
G3.B1.S3.MA1	MYP unit plans, classroom walkthroughs, assessment data, student engagement	Gould, Megan	8/24/2015	Data of common assessments, Lesson plans	6/9/2016 monthly
G3.B1.S3.MA1	Classroom Walkthroughs, PLC notes, training logs	Gould, Megan	8/24/2015	Classroom Walkthrough feedback, PLC notes, training logs	6/9/2016 one-time

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. Math teachers will implement Mathematical practices, strategies, and standards based instruction in their classrooms with fidelity and collaborate through professional learning communities.

G1.B1 Teachers need a clear understanding of requirements/specs of standard expectations.

G1.B1.S1 Professional Development on mathematical standards and specifications.

PD Opportunity 1

Teachers will attend school based and district professional development.

Facilitator

Stacey Politano- District Resource teacher and Leah Boyd

Participants

Parkway Math Teachers

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

G1.B3 Students need more practice with math discourse in the classroom

G1.B3.S1 Teachers will implement talk moves in their classroom

PD Opportunity 1

Teacher will be retrained on the talk moves

Facilitator

District PD

Participants

Math Teachers

Schedule

Monthly, from 8/24/2015 to 6/9/2016

G1.B5 Knowledge and Implementation of accommodations/ interventions contributes to not breaking down language barriers for students.

G1.B5.S1 Teachers will participate in ELL trainings with the ESOL Compliance Specialist on accommodations and strategic interventions.

PD Opportunity 1

Teachers will receive on going training on how to effectively implement ELL accommodations and strategies in math.

Facilitator

Evelyn Ruiz

Participants

All Teachers

Schedule

On 6/9/2016

G2. Science teachers will implement science practices, strategies, and standards based instruction in their classrooms with fidelity and collaborate through professional learning communities.

G2.B3 Teachers need training on MYP strategies, common assessments, and grading practices

G2.B3.S1 New teachers will attend Level 1 MYP training

PD Opportunity 1

IB coordinator will train new teachers on the Middle Years Programme.

Facilitator

Rousch, Rogacki

Participants

New parkway teachers

Schedule

Annually, from 8/24/2015 to 6/9/2016

G3. MYP Language and Literature teachers will implement best practices, strategies, and standards based instruction in their classrooms with fidelity and collaborate through professional learning communities. Content area teachers will implement reading and writing across the curriculum to enhance student achievement.

G3.B1 Teachers need a clear understanding of requirements/specs of standard expectations.

G3.B1.S3 Teachers will implement core connections strategies and grading practices.

PD Opportunity 1

Teachers will participate in Core Connection training and professional learning communities.

Facilitator

Beth Davis and Josephine Rosado

Participants

Parkway Teachers

Schedule

On 6/9/2016

G3.B2 Teachers need a clear understanding or reading strategies.

G3.B2.S1 Implementation of Reading strategies and WICOR strategies across the curriculum.

PD Opportunity 1

Professional Development on Reading and WICOR strategies.

Facilitator

District Personnel and Josephine Rosado

Participants

Parkway Teachers

Schedule

Annually, from 8/24/2015 to 6/9/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Teachers will attend school based and district professional development.	\$0.00
2	G1.B1.S1.A2	PLC's focusing on standards and item specs	\$0.00
3	G1.B1.S2.A1	Common Planning must be scheduled in the master schedule	\$0.00
4	G1.B1.S2.A2	PLC schedule for school year with production tasks for teachers outlined	\$0.00
5	G1.B3.S1.A1	Teacher will be retrained on the talk moves	\$0.00
6	G1.B3.S1.A2	PLC discussions on Talk moves and math discourse	\$0.00
7	G1.B3.S1.A3	Classroom walk throughs	\$0.00
8	G1.B5.S1.A1	Teachers will receive on going training on how to effectively implement ELL accommodations and strategies in math.	\$0.00
9	G2.B1.S1.A1	Literacy Coach will train the science department on understanding reading lexile levels, how to incorporate reading and writing strategies into their content area.	\$0.00
10	G2.B3.S1.A1	IB coordinator will train new teachers on the Middle Years Programme.	\$0.00
11	G2.B3.S2.A1	Teachers will collaborate on a weekly basis to complete unit lesson plans using the MYP format.	\$0.00
12	G2.B3.S2.A2	Teacher will be given feedback on their units in order to address MYP requirements and to ensure activities are engaging.	\$0.00
13	G3.B1.S1.A1	Schedule Professional Learning Communities, so that teachers can collaborate on identifying essential reading and writing standards.	\$0.00
14	G3.B1.S2.A1	In PLC's teachers will plan together for their writing MYP summative assessments.	\$0.00
15	G3.B1.S3.A1	Teachers will participate in Core Connection training and professional learning communities.	\$0.00
16	G3.B2.S1.A1	Professional Development on Reading and WICOR strategies.	\$0.00
Total:			\$0.00