

School District of Osceola County, FL

Parkway Middle School



2017-18 Schoolwide Improvement Plan

Parkway Middle School

857 FLORIDA PKWY, Kissimmee, FL 34743

www.osceolaschools.net

School Demographics

School Type and Grades Served
(per MSID File)

Middle School
6-8

2016-17 Title I School

Yes

**2016-17 Economically
Disadvantaged (FRL) Rate**
(as reported on Survey 3)

100%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white
on Survey 2)

93%

School Grades History

Year
Grade

2016-17
C

2015-16
B

2014-15
C*

2013-14
C

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Parkway Middle School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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. As a PBIS school, students and staff celebrate behavioral and academic achievements on a quarterly basis through celebrations and rewards. The World Language Department also hosts an International Fair in May to culminate a year of learning for our students. This International Fair involves all students and their families, celebrating cultural differences.

b. 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 G.R.I.T. for Positive Behavior Support. The learner profile consists of being: Principled, Caring, Balanced, Reflective, Knowledgeable, Inquirers, Thinkers, Communicators, Open-minded, and Risk Takers. G.R.I.T. is Growth, Respect and Responsibility, Integrity, and Tenacity. The environment will be monitored through student surveys.

Students are assigned a homeroom teacher as their mentors. During homeroom time, students complete character education activities, set goals, and analyze their own student data. Students who are identified through MTSS as needing additional mentoring as assigned a personal mentor who checks in/out with the student frequently depending upon needs.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

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. The PBIS team will track use of Pirate Bucks in class on a monthly basis and reward teachers for use of Pirate Bucks. Staff is trained at the beginning of the year on the PBIS model. The leadership team will monitor discipline data on a quarterly basis to ensure staff is following the PBIS model.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The school has three guidance counselors who focus on the social-emotional needs of students. The counselors will participate in the MTSS process and discuss student needs. The counselors meet with small groups of students, individuals, and families to determine the best services available for the students for Tier 2 and Tier 3 interventions. They lead the mentoring program for at-risk students and also work with our families in transition (FIT) population. The school has a food pantry to supplement family needs for those listed as FIT. The guidance counselors will track progress of students in need through the counselor documentation tab in FOCUS. The counselors will host parent meetings monthly on Saturday mornings to discuss hot topics of middle school students. We will track participation through parent sign in sheets.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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% in 2014-2015. 108 in 2015-2016; 98 in 2016-2017.

202 students had one or more suspension in 2014-2015. 119 in 2015-2016; 106 in 2017-2018

337 scored a level 1 on State Assessment Math or Reading in 2014-2015. 424 in 2015-2016; 459 in 2017-2018,

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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	31	42	25	0	0	0	0	98
One or more suspensions	0	0	0	0	0	0	43	45	18	0	0	0	0	106
Course failure in ELA or Math	0	0	0	0	0	0	8	7	3	0	0	0	0	18
Level 1 on statewide assessment	0	0	0	0	0	0	153	166	140	0	0	0	0	459
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	54	59	25	0	0	0	0	138

c. 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 Intervention 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.

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 (I-Ready), 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 PBIS strategies to modify these behaviors, including assigning Mentors, and keeping Behavior Contracts.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/458009>.

2. Description

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

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

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

Parkway's goal for 2017-2018 is the Gold Award again by increasing community and volunteering involvement.

Parkway holds several community events including, Fall information nights, 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.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Gould, Megan	Principal
Mott, Kelly	Paraprofessional
Woollet, Jennifer	Dean
Johnson, Greg	Dean
Rousch, Amy	Instructional Coach
Dorries, Gertrude	Administrative Support
Meekhof, Dixie	School Counselor
Cornett, Ashlee	Instructional Media
Doodnath, Tagemattie	Instructional Coach
Harris, Virginia	Instructional Coach
Collin, Amy	Assistant Principal
Turton, Laverne	Instructional Coach
Hernandez, Marc	Assistant Principal
Delgado, Carmen	Instructional Coach
Stanley, Christine	Teacher, ESE

b. Duties

1. 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.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The 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.

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches.

Title I, Part C-Migrant

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, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

Title I, Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided for content areas, CTE, Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III

The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

Title IX

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

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.

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 I-Ready are some of the software that our students are able to use to enhance their education. Professional Development is provided for Core Connections, 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, Project Lead the Way, and Orientation to Careers.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Megan Gould	Principal
Jo Ann Feliciano	Teacher
Fatima Rodriguez	Parent
Carol Hardemann	Parent
Bulk Nation	Business/Community
Shayla Rodriguez	Student
Lizeth Lopez	Parent
Rachel Rodriguez	Parent
Randy Cowart	Parent
Caryn Taylor	Parent
Kelly Mott	Education Support Employee
Amy Rousch	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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 2016-2017 school year. Committee will meet and discuss data concerning Early Warning Signals for the students and how to better serve them.

b. Development of this school improvement plan

Parkway will hold monthly School Advisory Committee (SAC) meetings. SAC has the responsibility for developing, implementing, and evaluating the SIP. In August parents reviewed the data and the school goals. Parents provided input into the strategies for reaching the goals. In September, SAC reviews the SIP and has final approval.

SAC also contributes to the Parent Engagement Plan and School Compact.

c. 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.

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

The total amount of funds available for the 2016-2017 school year was \$14,892.77. Funds were budgeted for multiple educational programs driven to increase student achievement.

Student Incentives for Math Boot Camps - \$750.00
PENDA Learning \$5500.00

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Turton, Laverne	Instructional Coach
Gould, Megan	Assistant Principal
Mott, Kelly	Teacher, K-12
Hernandez, Marc	Assistant Principal
Cornett, Ashlee	Instructional Media
Doodnath, Tagemattie	Instructional Coach
Collin, Amy	Assistant Principal
Stanley, Christine	Teacher, ESE

b. Duties

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

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.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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 82 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.

2. 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.

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

A teacher 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, the Lead Mentor 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. The Lead Mentor 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Teacher will participate in training for Middle Years Program unit planning, where they will break down the state standards and created units. Teachers also participate in weekly collaborative team meetings (PLC) where they are examining the standards, creating assessments and inquiry questions to align with the standards. Teacher's will monitor student growth on standards through common formative assessments and discuss the data. Teachers will intervene during a 35 minute intervention period on Mondays/ Tuesdays/ Thursdays/ Fridays.

All teachers have the state standards listed on their common board configuration for the current unit included with a scale and learning targets.

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.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Reading students below the 10th percentile rank are placed in an Intensive Reading course paired with a Language Arts course. Other level one and level two readers are placed in a Reading class and Language Arts course. 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.

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.

Teacher's will monitor student growth on standards through common formative assessments and discuss the data. Teachers will intervene or enrich during a 35 minute intervention period on Mondays/ Tuesdays/ Thursdays/ Fridays.

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

Strategy: Before School Program

Minutes added to school year: 4,320

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

Collin, Amy, collina@collina.k12.fl.us

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

Parkway uses I-Ready (Math and Reading) for Pre and Post tests. Students are assess 3 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

Rivera, Junelie, junelie.rivera@osceolaschools.net

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, megan.gould@osceolaschools.net

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, megan.gould@osceolaschools.net

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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

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.

2. 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, Project Lead the Way, and Business Education Classes.

3. 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.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

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 seven 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, and Culinary Arts 1). There are over 200 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.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If all teachers work in high functioning collaborative teams to implement research based strategies for quality standards-based instruction, common formative and summative assessments, analyze student data, and provide effective timely feedback and interventions; then achievement will increase for all students.
- G2.** If the entire system, including individuals at all levels, works to build strong positive relationships with students, families and the community, then student performance will increase.

Strategic Goals Detail

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

G1. If all teachers work in high functioning collaborative teams to implement research based strategies for quality standards-based instruction, common formative and summative assessments, analyze student data, and provide effective timely feedback and interventions; then achievement will increase for all students. 1a

G095433

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - ELL	20.0
FSA ELA Achievement - SWD	20.0
FSA Math Achievement - ELL	20.0
FSA Math Achievement - SWD	20.0
FSA ELA Achievement	55.0
FSA Mathematics Achievement	50.0
Statewide Science Assessment Achievement	50.0
Civics EOC Pass	75.0
ELA/Reading Gains	50.0
Math Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Teachers need additional professional development on effective strategies and practices to reach the depth of the standard
- Teachers need support in implementing the PBIS components and the MTSS process.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Common Planning and early release Wednesdays are designated for collaborative teams.
- Intervention time 35 minutes Monday/ Tuesday/ Thursday/ Friday has been scheduled into the master schedule.
- Instructional coaches are employed to assist teachers in breaking down standards and implementing strategies.

Plan to Monitor Progress Toward G1. 8

Students will be assessed using district formative assessments.

Person Responsible

Megan Gould

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

District EOQ's. I-ready data

G2. If the entire system, including individuals at all levels, works to build strong positive relationships with students, families and the community, then student performance will increase. 1a

G095434

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	20.0

Targeted Barriers to Achieving the Goal 3

- School needs to use volunteers and business partners effectively for a variety of situations.
- Teachers need to reach out to parents for positive interactions

Resources Available to Help Reduce or Eliminate the Barriers 2

- Parent liaison; community business partner liaison; twitter & facebook accounts

Plan to Monitor Progress Toward G2. 8

Parents will respond that teachers are keeping them informed.

Person Responsible

Megan Gould

Schedule

On 4/30/2018

Evidence of Completion

survey data

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

 = Problem Solving Step  S123456 = Quick Key

G1. If all teachers work in high functioning collaborative teams to implement research based strategies for quality standards-based instruction, common formative and summative assessments, analyze student data, and provide effective timely feedback and interventions; then achievement will increase for all students. **1**

 G095433

G1.B1 Teachers need additional professional development on effective strategies and practices to reach the depth of the standard **2**

 B256940

G1.B1.S1 Teachers will have professional development on breaking down the standards and collaborative teams will implement appropriate instructional strategies and assessments to the depth of the standard. **4**

 S271825

Strategy Rationale

If teachers understand the depth of the standard and the best instructional strategies for reaching the depth, students will have an opportunity to learn to the depth of the standard.

Action Step 1 **5**

Coaches and Admin will provide professional development on content area standards.

Person Responsible

Heather Aragon

Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

PD Logs, Training agendas, Unit plans,

Action Step 2 **5**

Coaches and Admin will participate in collaborative teams, assisting with the development of instructional strategies and common assessments.

Person Responsible

Amy Rousch

Schedule

Weekly, from 8/10/2016 to 5/25/2017

Evidence of Completion

unit plans,

Action Step 3 5

Coaches will model instructional strategies and techniques to teach to the depth of the standard.

Person Responsible

Laverne Turton

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Coaches logs, videos,

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

Admin and coaches will complete classroom walk-throughs on a weekly basis and discuss at Leadership Meetings to see if teachers are teaching and assessing to the depth of the standard.

Person Responsible

Amy Collin

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

List of teachers and reflection on the classroom visit; Teachers will submit collaborative unit plans, PLC agendas, and minutes of meetings.

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

Coaches and Admin will discuss PLC agendas and activities at leadership meetings.

Person Responsible

Amy Collin

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

PLC agendas & reflections

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

Coaches and admin meet to discuss progress with teachers on classroom modeling.

Person Responsible

Amy Collin

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

coaches logs

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

Students will be successful on common formative assessments. Collaborative teams will discuss data during collaborative team time and submit agendas to leadership team.

Person Responsible

Marc Hernandez

Schedule

Every 6 Weeks, from 8/10/2017 to 5/25/2018

Evidence of Completion

i-ready data; grade cam data; teachers common assessments; PLC team notes.

G1.B1.S3 Professional development in AVID, MYP, and standards based instruction with Marzano Instructional practices. 4

S271827

Strategy Rationale

By using researched based strategies in the classroom, students will have the opportunity to learn to the depth of the standard.

Action Step 1 5

Teachers will engage in ongoing professional development that addresses strategies to reach the depth of the standards through AVID, MYP, and Marzano best teaching practices.

Person Responsible

Virginia Harris

Schedule

Monthly, from 8/3/2017 to 5/25/2018

Evidence of Completion

PD logs

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Admin will complete weekly walk throughs looking for AVID, MYP, and Marzano strategies.

Person Responsible

Amy Collin

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Classroom Walk through logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Increase in formative and summative assessment data based on standards.

Person Responsible

Marc Hernandez

Schedule

Every 6 Weeks, from 8/3/2017 to 5/25/2018


Evidence of Completion

Teacher and district assessment data

G1.B4 Teachers need support in implementing the PBIS components and the MTSS process. **2**

 B256943

G1.B4.S1 All staff will participate in PBIS training and the MTSS process to ensure staff understands the process and philosophies. **4**

 S271830

Strategy Rationale

By reducing the number of out of school suspensions and identifying students who need additional support behaviorally, students will have more time for academic tasks leading to success on the standard.

Action Step 1 **5**

During pre-planning teachers will be introduced to the PBIS process and how to explicitly implement the strategies. Teachers will then engage in ongoing professional development.

Person Responsible

Maria Gil

Schedule

Monthly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Sign in log

Action Step 2 **5**

PBIS Team will meet weekly to discuss campus needs and data.

Person Responsible

Maria Gil

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

PBIS Team minutes

Action Step 3 5

Deans will conference with teachers and students when a trend is seen.

Person Responsible

Greg Johnson

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Discipline data will depict trends; student documentation tab notes

Action Step 4 5

MTSS team will meet bi-weekly to discuss students requiring additional interventions.

Person Responsible

Tagemattie Doodnath

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

MTSS meeting notes

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Teachers will implement PBIS components in the classrooms.

Person Responsible

Maria Gil

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

During classroom walk throughs teachers will use GRIT (PBIS slogan) explicitly in the classroom.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

The number of referrals and suspensions will decrease, allowing students to be in class learning to the depth of the standard.

Person Responsible

Marc Hernandez

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Referral and suspension reports

G2. If the entire system, including individuals at all levels, works to build strong positive relationships with students, families and the community, then student performance will increase. 1

G095434

G2.B2 School needs to use volunteers and business partners effectively for a variety of situations. 2

B256945

G2.B2.S1 The parent liaison and Oasis coordinator will work to use parent volunteers effectively. 4

S271831

Strategy Rationale

By involving parents in the school process, student achievement will increase.

Action Step 1 5

A new position of parent liaison will reach out to parents for conferences and community outreach.

Person Responsible

Gertrude Dorries

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

parent contact log; parent sign in sheets; student documentation tab

Action Step 2 5

The Oasis Coordinator will contact businesses to participate in school functions and support student needs.

Person Responsible

Kelly Mott

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

OASIS volunteer logs

Action Step 3 5

Parent volunteers will be used to assist students in the community project process.

Person Responsible

Kelly Mott

Schedule

Monthly, from 9/21/2017 to 2/28/2018

Evidence of Completion

Parent volunteer logs/ Student reflections on community projects

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

Weekly meetings will be held to discuss parental input.

Person Responsible

Marc Hernandez

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

meeting notes

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

Parent participation at school events will increase

Person Responsible

Amy Collin

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

parent sign in sheets

G2.B3 Teachers need to reach out to parents for positive interactions **2**

 B256946

G2.B3.S1 Teachers will keep contact logs of parent interactions. **4**

 S271832

Strategy Rationale

By involving parents in the school process, student achievement will increase.

Action Step 1 **5**

Parents are contacted when students are not reaching expectations

Person Responsible

Greg Johnson

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

student documentation tab

Action Step 2 **5**

Parents are contacted when students have positive interactions.

Person Responsible

Maria Gil

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

student documentation tab

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

Monthly reports at leadership meetings will be discussed.

Person Responsible

Marc Hernandez

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

meeting notes

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

Parents will have fewer complaints involving student concerns

Person Responsible

Amy Collin




















Schedule

Monthly, from 8/10/2017 to 5/25/2018









Evidence of Completion

Admin logs

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.A1  A364504	Coaches and Admin will provide professional development on content area standards.	Aragon, Heather	8/10/2016	PD Logs, Training agendas, Unit plans,	5/25/2017 monthly
G1.B1.S1.A2  A364505	Coaches and Admin will participate in collaborative teams, assisting with the development of...	Rousch, Amy	8/10/2016	unit plans,	5/25/2017 weekly
G2.B2.S1.A3  A364518	Parent volunteers will be used to assist students in the community project process.	Mott, Kelly	9/21/2017	Parent volunteer logs/ Student reflections on community projects	2/28/2018 monthly
G2.MA1  M390045	Parents will respond that teachers are keeping them informed.	Gould, Megan	4/30/2018	survey data	4/30/2018 one-time
G1.MA1  M390040	Students will be assessed using district formative assessments.	Gould, Megan	8/10/2017	District EOQ's. I-ready data	5/25/2018 quarterly
G1.B1.S1.MA1  M390028	Students will be successful on common formative assessments. Collaborative teams will discuss data...	Hernandez, Marc	8/10/2017	i-ready data; grade cam data; teachers common assessments; PLC team notes.	5/25/2018 every-6-weeks
G1.B1.S1.MA1  M390029	Admin and coaches will complete classroom walk-throughs on a weekly basis and discuss at Leadership...	Collin, Amy	8/10/2017	List of teachers and reflection on the classroom visit; Teachers will submit collaborative unit plans, PLC agendas, and minutes of meetings.	5/25/2018 monthly
G1.B1.S1.MA3  M390030	Coaches and Admin will discuss PLC agendas and activities at leadership meetings.	Collin, Amy	8/10/2017	PLC agendas & reflections	5/25/2018 weekly
G1.B1.S1.MA4  M390031	Coaches and admin meet to discuss progress with teachers on classroom modeling.	Collin, Amy	8/10/2017	coaches logs	5/25/2018 weekly
G1.B1.S1.A3  A364506	Coaches will model instructional strategies and techniques to teach to the depth of the standard.	Turton, Laverne	8/10/2017	Coaches logs, videos,	5/25/2018 monthly
G1.B4.S1.MA1  M390038	The number of referrals and suspensions will decrease, allowing students to be in class learning to...	Hernandez, Marc	8/10/2017	Referral and suspension reports	5/25/2018 monthly
G1.B4.S1.MA1  M390039	Teachers will implement PBIS components in the classrooms.	Gil, Maria	8/10/2017	During classroom walk throughs teachers will use GRIT (PBIS slogan) explicitly in the classroom.	5/25/2018 weekly
G1.B4.S1.A1  A364512	During pre-planning teachers will be introduced to the PBIS process and how to explicitly implement...	Gil, Maria	8/3/2017	Sign in log	5/25/2018 monthly
G1.B4.S1.A2  A364513	PBIS Team will meet weekly to discuss campus needs and data.	Gil, Maria	8/3/2017	PBIS Team minutes	5/25/2018 weekly
G1.B4.S1.A3  A364514	Deans will conference with teachers and students when a trend is seen.	Johnson, Greg	8/10/2017	Discipline data will depict trends; student documentation tab notes	5/25/2018 weekly
G1.B4.S1.A4  A364515	MTSS team will meet bi-weekly to discuss students requiring additional interventions.	Doodnath, Tagemattie	8/10/2017	MTSS meeting notes	5/25/2018 biweekly
G2.B2.S1.MA1  M390041	Parent participation at school events will increase	Collin, Amy	8/10/2017	parent sign in sheets	5/25/2018 quarterly
G2.B2.S1.MA1  M390042	Weekly meetings will be held to discuss parental input.	Hernandez, Marc	8/10/2017	meeting notes	5/25/2018 weekly
G2.B2.S1.A1  A364516	A new position of parent liaison will reach out to parents for conferences and community outreach.	Dorries, Gertrude	8/10/2017	parent contact log; parent sign in sheets; student documentation tab	5/25/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.A2  A364517	The Oasis Coordinator will contact businesses to participate in school functions and support...	Mott, Kelly	8/10/2017	OASIS volunteer logs	5/25/2018 monthly
G2.B3.S1.MA1  M390043	Parents will have fewer complaints involving student concerns	Collin, Amy	8/10/2017	Admin logs	5/25/2018 monthly
G2.B3.S1.MA1  M390044	Monthly reports at leadership meetings will be discussed.	Hernandez, Marc	8/10/2017	meeting notes	5/25/2018 monthly
G2.B3.S1.A1  A364519	Parents are contacted when students are not reaching expectations	Johnson, Greg	8/10/2017	student documentation tab	5/25/2018 weekly
G2.B3.S1.A2  A364520	Parents are contacted when students have positive interactions.	Gil, Maria	8/10/2017	student documentation tab	5/25/2018 weekly
G1.B1.S3.MA1  M390034	Increase in formative and summative assessment data based on standards.	Hernandez, Marc	8/3/2017	Teacher and district assessment data	5/25/2018 every-6-weeks
G1.B1.S3.A1  A364510	Teachers will engage in ongoing professional development that addresses strategies to reach the...	Harris, Virginia	8/3/2017	PD logs	5/25/2018 monthly
G1.B1.S3.MA1  M390035	Admin will complete weekly walk throughs looking for AVID, MYP, and Marzano strategies.	Collin, Amy	8/10/2017	Classroom Walk through logs	5/31/2018 weekly

V. Professional Development Opportunities

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

G1. If all teachers work in high functioning collaborative teams to implement research based strategies for quality standards-based instruction, common formative and summative assessments, analyze student data, and provide effective timely feedback and interventions; then achievement will increase for all students.

G1.B1 Teachers need additional professional development on effective strategies and practices to reach the depth of the standard

G1.B1.S1 Teachers will have professional development on breaking down the standards and collaborative teams will implement appropriate instructional strategies and assessments to the depth of the standard.

PD Opportunity 1

Coaches and Admin will provide professional development on content area standards.

Facilitator

Heather Aragon, Laverne Turton, Matthew Fenn, Amy Rousch

Participants

Collaborative Teams

Schedule

Monthly, from 8/10/2016 to 5/25/2017

G1.B1.S3 Professional development in AVID, MYP, and standards based instruction with Marzano Instructional practices.

PD Opportunity 1

Teachers will engage in ongoing professional development that addresses strategies to reach the depth of the standards through AVID, MYP, and Marzano best teaching practices.

Facilitator

Virginia Harris; Amy Rousch; Amy Collin

Participants

All teachers

Schedule

Monthly, from 8/3/2017 to 5/25/2018

G1.B4 Teachers need support in implementing the PBIS components and the MTSS process.

G1.B4.S1 All staff will participate in PBIS training and the MTSS process to ensure staff understands the process and philosophies.

PD Opportunity 1

During pre-planning teachers will be introduced to the PBIS process and how to explicitly implement the strategies. Teachers will then engage in ongoing professional development.

Facilitator

Maria Gil; Troy Cammock

Participants

All teachers

Schedule

Monthly, from 8/3/2017 to 5/25/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Coaches and Admin will provide professional development on content area standards.	\$0.00
2	G1.B1.S1.A2	Coaches and Admin will participate in collaborative teams, assisting with the development of instructional strategies and common assessments.	\$0.00
3	G1.B1.S1.A3	Coaches will model instructional strategies and techniques to teach to the depth of the standard.	\$0.00
4	G1.B1.S3.A1	Teachers will engage in ongoing professional development that addresses strategies to reach the depth of the standards through AVID, MYP, and Marzano best teaching practices.	\$0.00
5	G1.B4.S1.A1	During pre-planning teachers will be introduced to the PBIS process and how to explicitly implement the strategies. Teachers will then engage in ongoing professional development.	\$0.00
6	G1.B4.S1.A2	PBIS Team will meet weekly to discuss campus needs and data.	\$0.00
7	G1.B4.S1.A3	Deans will conference with teachers and students when a trend is seen.	\$0.00
8	G1.B4.S1.A4	MTSS team will meet bi-weekly to discuss students requiring additional interventions.	\$0.00
9	G2.B2.S1.A1	A new position of parent liaison will reach out to parents for conferences and community outreach.	\$0.00
10	G2.B2.S1.A2	The Oasis Coordinator will contact businesses to participate in school functions and support student needs.	\$0.00
11	G2.B2.S1.A3	Parent volunteers will be used to assist students in the community project process.	\$0.00
12	G2.B3.S1.A1	Parents are contacted when students are not reaching expectations	\$0.00
13	G2.B3.S1.A2	Parents are contacted when students have positive interactions.	\$0.00
Total:			\$0.00