

School District of Osceola County, FL

# Parkway Middle School



## 2018-19 Schoolwide Improvement Plan

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## Parkway Middle School

857 FLORIDA PKWY, Kissimmee, FL 34743

www.osceolaschools.net

### School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

### School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	C	B	C*

### School Board Approval

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

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

Parkway Middle School 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 Leadership Team

#### Membership

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

Name	Title
Gould, Megan	Principal
Johnson, Greg	Dean
Dorries, Gertrude	Administrative Support
Cornett, Ashlee	Instructional Media
Harris, Virginia	Instructional Coach
Collin, Amy	Assistant Principal
Hernandez, Marc	Assistant Principal
Farrell, Matthew	Instructional Coach
Gil, Maria	Dean
Doodnath, Tagemattie	School Counselor
Sarete, Federico	School Counselor
Rivera, Junelie	School Counselor
Hare, Erika	Instructional Coach
Stanley, Christine	Instructional Coach
Mott, Kelly	Administrative Support

#### Duties

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

All members of the Leadership Team contribute to the writing of the School Improvement Plan and addressing the needs of the school. The team reflects on the happenings of the school on a weekly basis at Leadership Meetings.

Instructional coaches on campus work with teachers to ensure best practices are implemented in the classroom to increase student achievement. Instructional coaches model lessons and coach teachers on the PLC process to help them grow in their teaching practices. Instructional coaches participate in

the Stocktake Process as point people for areas of focus.

Deans work with teachers to implement the Positive Behavior Intervention Support system to create a positive culture on campus. Deans also work with students on behavior choices that effect their academic performance. Deans serve as point people in the Stocktake Process in their area of focus.

Guidance Counselors work the teachers and students to problem solve student social and emotional needs. They participate in the MTSS process as T2 Interventionist for behavior.

The Media Specialist is a central role on campus in cultivating a literacy focused school. She is also the point person for Community Projects, developing our eighth grade students into global citizens who contribute the our community.

Administrative support personnel help pull data and celebrate growth of students and staff. They connect with the community, building strong relationships to support the needs of our students academically.

## Early Warning Systems

### Year 2017-18

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	24	38	26	0	0	0	0	88	
One or more suspensions	0	0	0	0	0	0	41	47	20	0	0	0	0	108	
Course failure in ELA or Math	0	0	0	0	0	0	8	5	2	0	0	0	0	15	
Level 1 on statewide assessment	0	0	0	0	0	0	101	94	73	0	0	0	0	268	

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	60	51	32	0	0	0	0	0	143	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	2	1	0	0	0	0	4
Retained Students: Previous Year(s)	0	0	0	0	0	0	2	3	2	0	0	0	0	7

Date this data was collected

Tuesday 7/17/2018

### Year 2016-17 - As Reported

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
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	

### Year 2016-17 - Updated

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
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	

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

Math learning gains for the bottom quartile is our lowest performing area. This area has consistently been low.

**Which data component showed the greatest decline from prior year?**

Our ELA achievement level is an area we did not grow. While our learning gains increased in ELA, achievement level went down.

**Which data component had the biggest gap when compared to the state average?**

Math Achievement is 11 points behind the state average.

**Which data component showed the most improvement? Is this a trend?**

ELA learning gains for the bottom quartile increase 14 points. No. The year before, we had a significant dip.

**Describe the actions or changes that led to the improvement in this area.**

We had a better focus on interventions for our bottom quartile students and changed instructional strategies with our ESE population.

**School Data**

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	45%	47%	53%	51%	50%	52%
ELA Learning Gains	47%	51%	54%	57%	53%	53%
ELA Lowest 25th Percentile	44%	42%	47%	53%	44%	45%
Math Achievement	47%	49%	58%	41%	45%	55%
Math Learning Gains	51%	55%	57%	45%	49%	55%
Math Lowest 25th Percentile	43%	52%	51%	35%	44%	47%
Science Achievement	51%	48%	52%	46%	47%	50%
Social Studies Achievement	71%	75%	72%	83%	81%	67%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	24 (31)	38 (42)	26 (25)	88 (98)
One or more suspensions	41 (43)	47 (45)	20 (18)	108 (106)
Course failure in ELA or Math	8 (8)	5 (7)	2 (3)	15 (18)
Level 1 on statewide assessment	101 (153)	94 (166)	73 (140)	268 (459)

**Grade Level Data**

**NOTE:** This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	40%	46%	-6%	52%	-12%

<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
	2017	42%	47%	-5%	52%	-10%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2018	37%	46%	-9%	51%	-14%
	2017	47%	49%	-2%	52%	-5%
Same Grade Comparison		-10%				
Cohort Comparison		-5%				
08	2018	48%	52%	-4%	58%	-10%
	2017	37%	48%	-11%	55%	-18%
Same Grade Comparison		11%				
Cohort Comparison		1%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2018	37%	43%	-6%	52%	-15%
	2017	38%	41%	-3%	51%	-13%
Same Grade Comparison		-1%				
Cohort Comparison						
07	2018	20%	29%	-9%	54%	-34%
	2017	10%	28%	-18%	53%	-43%
Same Grade Comparison		10%				
Cohort Comparison		-18%				
08	2018	33%	43%	-10%	45%	-12%
	2017	30%	47%	-17%	46%	-16%
Same Grade Comparison		3%				
Cohort Comparison		23%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
08	2018	43%	42%	1%	50%	-7%
	2017					
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2018	100%	68%	32%	65%	35%
2017	100%	69%	31%	63%	37%
Compare		0%			



CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	67%	70%	-3%	71%	-4%
2017	57%	74%	-17%	69%	-12%
Compare		10%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	94%	52%	42%	62%	32%
2017	94%	46%	48%	60%	34%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	39%	61%	56%	44%
2017	100%	43%	57%	53%	47%
Compare		0%			

## Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	26	43	36	25	36	26	30	35			
ELL	13	41	48	16	35	31	11	38			
ASN	93	86		73	64						
BLK	47	35	30	50	64	50	57	71	100		
HSP	43	48	46	44	49	42	46	70	87		
MUL	46	31		47	47						
WHT	57	49		66	55		78	83	90		
FRL	43	46	45	44	50	45	46	70	90		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	10	25	17	8	35	39	12	25			
ELL	16	36	34	17	36	45	10	30			
ASN	86	64		69	69						
BLK	42	58	42	37	41	43	25	68			
HSP	46	43	32	41	45	43	39	58	89		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
MUL	64	43		43	50						
WHT	63	56	27	58	54	55	63	70	100		
FRL	43	42	30	36	42	41	36	52	87		

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
<b>Title</b>	Ensure high levels of literacy across all content areas
<b>Rationale</b>	By increasing literacy in our students and focusing on literacy across the school, student achievement will increase in all subject areas.
<b>Intended Outcome</b>	Student achievement and gains will reach as follows: ELA Achievement = 50%; ELA Gains = 50%; ELA BTM QLT Gains = 55%; Science = 55%; Civics = 75%; ELL ELA Achievement = 20%; ESE ELA Achievement = 30%; ELL ELA Gains = 20%; ESE ELA Gains = 30%.
<b>Point Person</b>	Virginia Harris (virginia.harris@osceolaschools.net)
Action Step	
<b>Description</b>	<p>-ELL task force will be established to focus on instruction of our LY students with 1-2 years and 2+ years, looking at the following strategies: Total Physical Response; Visuals; Vocabulary building. - Ashlee Cornett</p> <p>-Coaches model and monitor implementation of Marzano teaching strategies with use of learning targets and scales on a bi-monthly basis beginning in September to all teachers- Virginia Harris</p> <p>-PD Provided on International Baccalaureate Middle Years Program Instructional practices to support Inquiry and project based learning on a bi-monthly basis to all teachers.- Katalina Da Silva</p> <p>-PD Provided on AVID best practices of Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) on a bi-monthly basis to all teachers. - Elizabeth Ellison</p> <p>ELA/ Reading training on rigorous tasks aligned to targets on a bimonthly basis at department meetings monthly. - Virginia Harris</p> <p>- PLC identifies students for Tier 2 (in class interventions) and provides interventions with fidelity on a weekly basis. Erika Hare</p> <p>-PLC identifies students for T2 GRIT interventions on a monthly basis - Erika Hare</p> <p>-All teachers receive PD on using accommodations and meeting grade level targets in the first quarter- RCS will follow up and ensure students are receiving accommodations by analyzing grades and progress. Christine Stanley</p> <p>-Training for new teachers who use the co-teach model on Types of Co- Teaching in the 1st quarter. There will be follow up trainings and feedback given to the teachers to monitor implementation of the models. - Christine Stanley</p> <p>-Mentor teachers model/ coach new teachers on a weekly basis on MYP planning/ use of ATLs and Inquiry Questions. - Maria Gil</p> <p>-Provide training on Achieve 3000; iready and other best practices in Literacy (Marking the Text, close reads) to ELA/ Reading teachers- Virginia Harris</p>
<b>Person Responsible</b>	Virginia Harris (virginia.harris@osceolaschools.net)
Plan to Monitor Effectiveness	
<b>Description</b>	<p>Leadership team will collect data through walkthroughs; formative assessment data; and teacher observations. School Stocktake Model will take place monthly to report progress to the Principal on the Area of Focus.</p> <p>Principals will update Assistant Superintendents of Curriculum during their monthly check-ins.</p> <p>Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model.</p>
<b>Person Responsible</b>	Amy Collin (amy.collin@osceolaschools.net)

Activity #2	
<b>Title</b>	Ensure all student meet high levels of Math achievement
<b>Rationale</b>	By implementing highly effective instructional strategies in the math classrooms, student engagement and achievement will increase.
<b>Intended Outcome</b>	Student achievement and gains will be as follows: Math FSA Achievement = 50%; Math Learning Gains = 50%; Math Bottom 25% Learning Gains = 50%; ELL Math Gains = 20%; ESE Math Gains = 30%.
<b>Point Person</b>	Matthew Farrell (matthew.farrell@osceolaschools.net)
<b>Action Step</b>	
<b>Description</b>	<p>ELL task force will address instructional strategies such as visuals and vocabulary building needed to support ELL students in Math in the first semester.- Ashlee Cornett</p> <p>-Coaches model and monitor implementation of Marzano teaching strategies with use of learning targets and scales on a bi-monthly basis beginning in September to all teachers- Matthew Farrell</p> <p>-PD Provided on International Baccalaureate Middle Years Program Instructional practices to support Inquiry and project based learning on a bi-monthly basis to all teachers.- Katalina Da Silva</p> <p>-PD Provided on AVID best practices of Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) on a bi-monthly basis to all teachers. - Elizabeth Ellison</p> <p>Math Teacher training on rigorous tasks aligned to targets on a bimonthly basis at department meetings. - Matthew Farrell</p> <p>- PLC identifies students for Tier 2 (in class interventions) and provides interventions with fidelity on a weekly basis. Erika Hare</p> <p>-PLC identifies students for T2 GRIT interventions on a monthly basis - Erika Hare</p> <p>-All teachers receive PD on using accommodations and meeting grade level targets in the first quarter- RCS will follow up and ensure students are receiving accommodations by analyzing grades and progress. Christine Stanley</p> <p>-Training for new teachers who use the co-teach model on Types of Co- Teaching in the 1st quarter and follow up the training with feedback and mentoring- Christine Stanley</p> <p>-Mentor teachers model/ coach new teachers on a weekly basis on MYP planning/ use of ATLs and Inquiry questions. - Maria Gil</p> <p>Provide professional development on interactive notebooks, structured note-taking, stations, bell-work, and anchor charts- Matthew Farrell</p>
<b>Person Responsible</b>	Matthew Farrell (matthew.farrell@osceolaschools.net)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	<p>Leadership team will collect data through walkthroughs; formative assessment data; and teacher observations. School Stocktake Model will take place monthly to report progress to the Principal on the Area of Focus.</p> <p>Principals will update Assistant Superintendents of Curriculum during their monthly check-ins.</p> <p>Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model.</p>
<b>Person Responsible</b>	Marc Hernandez (marc.hernandez@osceolaschools.net)

Activity #3	
<b>Title</b>	Ensure all PLCs collaborate as high functioning teams
<b>Rationale</b>	By focusing on effective, rigorous PLC's students will be monitored more effectively so enrichment and intervention can happen with fidelity, causing student achievement to increase.
<b>Intended Outcome</b>	All PLC's will be operating at Stage 5 by the end of the year. All PLC's will experience an increase in the utilization of common assessments. All PLC's will use data to help facilitate the MTSS process.
<b>Point Person</b>	Matthew Farrell (matthew.farrell@osceolaschools.net)
Action Step	
<b>Description</b>	PLCs turn in common formative assessments and data 2-3 times per unit of study on their TEAM site. - PLC Leads PLC teams will have data driven conversations modeled for them and participate in data sharing- Marc Hernandez PLC's will have four sessions (Q1, Q1, Q2, Q3) of day long PLC planning training/ data discussions.- Katalina Da Silva Coaches will be involved in the PLC process on a weekly basis to assist the teams in moving to their next stage. - Matthew Farrell PLC's will use data to determine Tier 2 interventions for GRIT placement on a monthly basis- Erika Hare PLC facilitators will be monthly with admin to review upcoming expectations and collaborate on school-wide decisions- Megan Gould PLC's will deliberately teach Approaches to Learning and implement real-world inquiry activities for teaching MYP - Katalina Da Silva PLC's will refine Inquiry Questions to align with MYP practices- Katalina Da Silva
<b>Person Responsible</b>	Matthew Farrell (matthew.farrell@osceolaschools.net)
Plan to Monitor Effectiveness	
<b>Description</b>	Leadership team will collect data through walkthroughs; formative assessment data; and teacher observations. School Stocktake Model will take place monthly to report progress to the Principal on the Area of Focus. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins. Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model.
<b>Person Responsible</b>	Amy Collin (collina@collina.k12.fl.us)

Activity #4	
<b>Title</b>	Create a culture that supports everyone demonstrating Growth, Respect & Responsibility, Integrity, and Tenacity
<b>Rationale</b>	If the Parkway community supports G.R.I.T, student misbehavior will decrease and academics will increase due to less time being spent out of class for behavioral reasons.
<b>Intended Outcome</b>	Last year Parkway had 1050 office referrals- we will decrease this amount by 5% to 1000 referrals.
<b>Point Person</b>	Maria Gil (maria.gil@osceolaschools.net)
Action Step	
<b>Description</b>	<p>Support all staff in red carpet customer service through training on the job coaching- Marc Hernandez</p> <p>Recruiting parents for volunteering in the school and increase the number and frequency of volunteers- Janice Santana</p> <p>Increase the number business partners to support the school for student and staff incentives through financial and volunteer hours.</p> <p>Create and use staff incentives for attendance each month to promote good attendance for staff- Kelly Mott</p> <p>All staff will be trained on implementing minor infractions and GRIT in the first quarter to support PBIS. Staff will be monitored for implementations and provided feedback. Maria Gil</p> <p>Staff will be trained on the use of Affective Statements and Restorative Practices to support PBIS and monitored for implementation on a monthly basis. - Maria Gil</p> <p>Staff feedback on implementing GRIT in the classroom completed quarterly- Maria Gil</p> <p>PBIS strategies sent out weekly to staff in staff email- Megan Gould</p> <p>Student rewards will be handed out monthly for demonstrating GRIT- Troy Cammock</p> <p>MYP Projects are complete and reflected upon by March, demonstrating Tenacity- Ashlee Cornett</p> <p>Monthly lessons on MYP and GRIT are done with students during a week of interventions- Katalina Da Silva &amp; Maria Gil</p> <p>Parents will understand GRIT through training and social media interactions- Maria Gil</p>
<b>Person Responsible</b>	Maria Gil (maria.gil@osceolaschools.net)
Plan to Monitor Effectiveness	
<b>Description</b>	<p>Leadership team will collect data through walkthroughs; formative assessment data; and teacher observations. School Stocktake Model will take place monthly to report progress to the Principal on the Area of Focus.</p> <p>Principals will update Assistant Superintendents of Curriculum during their monthly check-ins.</p> <p>Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model.</p>
<b>Person Responsible</b>	Marc Hernandez (marc.hernandez@osceolaschools.net)

## Part IV: Title I Requirements

### **Additional Title I Requirements**

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

#### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Our school strives to involve all parents in the planning, review, and improvement of Title I programs and out Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers, school marquee, and REMIND. Parents are asked for their input on activities and trainings provided by the school. The school uses the notes from the group discussion to guide writing the plan.

#### **PFEP Link**

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

#### **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 focuses 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 works 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.

#### **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.



**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



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

The school utilizes technology to support classroom instruction. The school has six computer labs. Discovery Education, TeenBiz and I-Ready are some of the software that our students are able to use to enhance their education. The teams also focus on Professional Learning Community (PLC) development.

**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.

### Part V: Budget

Total:

\$30,500.00