School District of Osceola County, FL

Parkway Middle School

2019-20 Schoolwide Improvement Plan

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Parkway Middle School

857 FLORIDA PKWY, Kissimmee, FL 34743

www.osceolaschools.net

Demographics

Principal: Misty Cruz

Start Date for this Principal: 7/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (48%) 2017-18: B (54%) 2016-17: C (50%) 2015-16: B (54%) 2014-15: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

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

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	B	C	B

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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. 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	Job Duties and Responsibilities
Gould, Megan	Principal	Over see the operations of the school, provide instructional leadership to staff, and ensure the mission and vision of the school is accomplished.
Harris, Virginia	Instructional Coach	Provide coaching support for teachers with instructional practices in literacy. Assist with MTSS for Reading.
Collin, Amy	Assistant Principal	Assist with overseeing the operations of the school, provide instructional leadership to staff, and ensure the mission and vision of the school is accomplished.
Hernandez, Marc	Assistant Principal	Assist with overseeing the operations of the school, provide instructional leadership to staff, and ensure the mission and vision of the school is accomplished.
Farrell, Matthew	Instructional Coach	Provide coaching support for teachers in Math and Science. Provide MTSS support for Math.
Doodnath, Tagemattie	School Counselor	Provide social and emotional support for our students. Assist with MTSS behavior. Contribute to the Threat Assessment Team.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	305	294	290	0	0	0	0	889
Attendance below 90 percent	0	0	0	0	0	0	24	12	28	0	0	0	0	64
One or more suspensions	0	0	0	0	0	0	25	29	44	0	0	0	0	98
Course failure in ELA or Math	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	0	0	100	124	120	0	0	0	0	344
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	25	29	42	0	0	0	0	96

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	4	7	8	0	0	0	0	19

FTE units allocated to school (total number of teacher units)

64

Date this data was collected or last updated

Monday 8/19/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	60	51	32	0	0	0	0	0	143

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	60	51	32	0	0	0	0	0	143

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	45%	45%	54%	48%	48%	52%
ELA Learning Gains	40%	48%	54%	46%	51%	54%
ELA Lowest 25th Percentile	31%	42%	47%	31%	39%	44%
Math Achievement	40%	49%	58%	42%	48%	56%
Math Learning Gains	42%	51%	57%	45%	54%	57%
Math Lowest 25th Percentile	40%	47%	51%	44%	49%	50%
Science Achievement	46%	47%	51%	41%	51%	50%
Social Studies Achievement	71%	72%	72%	60%	76%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	305 (0)	294 (0)	290 (0)	889 (0)
Attendance below 90 percent	24 (24)	12 (38)	28 (26)	64 (88)
One or more suspensions	25 (41)	29 (47)	44 (20)	98 (108)
Course failure in ELA or Math	0 (8)	1 (5)	0 (2)	1 (15)
Level 1 on statewide assessment	100 (101)	124 (94)	120 (73)	344 (268)
	0 (0)	0 (0)	0 (0)	0 (0)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	43%	48%	-5%	54%	-11%
	2018	40%	46%	-6%	52%	-12%
Same Grade Comparison		3%				
Cohort Comparison						
07	2019	39%	47%	-8%	52%	-13%
	2018	37%	46%	-9%	51%	-14%
Same Grade Comparison		2%				
Cohort Comparison		-1%				
08	2019	46%	49%	-3%	56%	-10%
	2018	48%	52%	-4%	58%	-10%
Same Grade Comparison		-2%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	34%	45%	-11%	55%	-21%
	2018	37%	43%	-6%	52%	-15%
Same Grade Comparison		-3%				
Cohort Comparison						
07	2019	16%	30%	-14%	54%	-38%
	2018	20%	29%	-9%	54%	-34%
Same Grade Comparison		-4%				
Cohort Comparison		-21%				
08	2019	35%	47%	-12%	46%	-11%
	2018	33%	43%	-10%	45%	-12%
Same Grade Comparison		2%				
Cohort Comparison		15%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	38%	42%	-4%	48%	-10%
	2018	43%	42%	1%	50%	-7%
Same Grade Comparison		-5%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	62%	38%	67%	33%
2018	100%	68%	32%	65%	35%
Compare		0%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	70%	73%	-3%	71%	-1%
2018	67%	70%	-3%	71%	-4%
Compare		3%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	70%	49%	21%	61%	9%
2018	94%	52%	42%	62%	32%
Compare		-24%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	86%	44%	42%	57%	29%
2018	100%	39%	61%	56%	44%
Compare		-14%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	18	28	20	21	35	30	23	38			
ELL	23	31	31	23	37	37	20	49	57		
ASN	50	33		57	42						
BLK	47	46	48	32	33	20	52	71	59		
HSP	43	39	29	39	43	43	43	69	74		
MUL	44	40		27	14						
WHT	51	43		53	44	58	64	79	87		
FRL	37	35	29	32	37	36	35	63	66		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	26	43	36	25	36	26	30	35			
ELL	13	41	48	16	35	31	11	38			
ASN	93	86		73	64						
BLK	47	35	30	50	64	50	57	71	100		
HSP	43	48	46	44	49	42	46	70	87		
MUL	46	31		47	47						
WHT	57	49		66	55		78	83	90		
FRL	43	46	45	44	50	45	46	70	90		

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		
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		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	487
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	46
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	31
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA lowest quartile is the lowest area at 31 points. 30 new instructional staff contributed to the performance of our students in literacy.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Middle School Acceleration dropped 18 points from 2018-2019 due to Algebra 1 pass rate drop, also ELA lowest quartile learning gains dropped 12 points. The Algebra 1 teacher was replaced midyear, causing a gap in learning.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math Achievement was 18 points below the state average. There were 5/8 new math teachers on staff this past year. Teachers struggled with implementing the curriculum. Professional learning communities were not as strong as needed.

Which data component showed the most improvement? What new actions did your school take in this area?

Civics was the most consistent, maintaining a 71% achievement level. The teachers worked consistently with the students on interventions and areas needed for growth.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

We had a rise in referrals and number of OSS days.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Math Achievement/ learning gains
2. ELA learning gains/ lowest quartile
3. Discipline data- PBIS implementation
4. Acceleration - College & Career Ready
5. Science Achievement

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Ensure high levels of literacy across all grade levels.
Rationale	By focusing on reading strategies in all content areas, student achievement in literacy will increase.

State the measurable outcome the school plans to achieve	ELA Achivement will increase to 50%. ELA Learning gains will increase to 50%. ELA lowest quartile learning gains will increase to 45%.
Person responsible for monitoring outcome	Amy Collin (amy.collin@osceolaschools.net)
Evidence-based Strategy	All teachers across content areas will increase the amount of time students are reading, writing, and talking in the classroom. Differentiated approaches will occur for ELL, ESE, and multi-racial students. Teachers will align student tasks to the learning target for the day.
Rationale for Evidence-based Strategy	John Hattie sites a significant increase in student effect size when students have clear learning goals.

Action Step	
Description	1. ELL Taskforce will assist teachers in the implementation of ELLevation stratgies on a monthly basis in department meetings. (Cintron) 2. Literacy Coach models and monitors implementation of Marzano teaching strategies with use of learning targets and scales on a weekly basis.(V. Harris) 3. Teachers plan to Close the Achievement by identifying special populations (ELL, ESE, Multiracial, Lowest Quartile) and targeted strategies in weekly lesson plans. (V. Harris) 4. ESE Task force ensure 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. Students will be monitored for success in their classes and on district formative assessments. (C. Stanley) 5. Provide Professional Development on Achieve 3000; and other reading strategies to ELA/ Reading Teachers. Monitor the implementation status of programs for effectiveness on a monthly basis. (V. Harris) 6. Targeted interventions for students through class time, Intensive Math course, GRIT, or SAI tutoring based on weekly data for Lowest Quartile students (E. Hare) 7. Mentor teachers model/ coach new teachers on a weekly basis on planning/ instructional practices. Implementation of practices will be monitored through classroom visits and walkthroughs. (Woollet) 8. Interventionist will work with tier 3 reading students on gap in achievement on a weekly basis. (Librot) 9. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. (Gould) 10.School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. (Gould) 11. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Mode (Gould)

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

#2	
Title	Ensure all students reach high achievement in Math.
Rationale	By focusing on math instruction, students will increase their performance in math.

State the measurable outcome the school plans to achieve	Math Achievement will increase to 50%; Math Learning Gains will increase to 50%; and Math lowest quartile will increase to 45%.
Person responsible for monitoring outcome	Marc Hernandez (marc.hernandez@osceolaschools.net)
Evidence-based Strategy	All teachers across content areas will increase the amount of time students are reading, writing, and talking in the classroom. Differentiated approaches will occur for ELL, ESE, and multi-racial students. Teachers will align student tasks to the learning target for the day.
Rationale for Evidence-based Strategy	John Hattie sites a significant increase in student effect size when students have clear learning goals.

Action Step

Description	1. ELL Task force will address instructional strategies from ELLevation needed to support ELL students in math monthly in dept meetings. (Cintron) 2. Math Coach uses coaching cycle and monitors implementation of Marzano teaching strategies including the use of learning targets and scales on a weekly basis to all math teachers as needed (Evidenced by improvement seen in classroom walk throughs) (Farrell) 3. Teachers plan to Close the Achievement by special populations (ELL, ESE, Lowest Quartile, multiracial) and targeted strategies in weekly lesson plans (Farrell) 4. Monthly data chats with PLCs (Stocktake style) (Farrell) 5. Increase Algebra Nation usage through instruction 2x a week and student use of Test Yourselves (1x per month) (Farrell) 6. Targeted interventions for students through class time, Intensive Math course, GRIT, or SAI tutoring based on weekly data for 2, 3, 4, or 5 level students (Farrell) 7. Targeted interventions for students through class time, Intensive Math course, GRIT, or SAI tutoring based on weekly data for Lowest Quartile students (Hare) 8. ESE Task force ensure 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. Students will be monitored for success in their classes and on district formative assessments. (Stanley) 9.Mentor teachers model/ coach new teachers on a weekly basis on planning/ instructional practices. Implementation of practices will be monitored through classroom visits and walkthroughs. (Woollet) 10. Interventionist will work with T3 Math Students on a weekly basis.(Librot) 11. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. (Gould) 12. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. (Gould) 13. Principal will share and update the Chief of Staff and Assistant Superintendents

during their half way point check in on progress of the Area of Focus through the School Stocktake Mode (Gould)

Person Responsible	Matthew Farrell (matthew.farrell@osceolaschools.net)

#3	
Title	Ensure all students reach high achievement in Science
Rationale	By focusing on Science achievement, students will be college and career ready.

State the measurable outcome the school plans to achieve	Science Achievement will increase to 50%.
Person responsible for monitoring outcome	Amy Collin (amy.collin@osceolaschools.net)
Evidence-based Strategy	Teachers will increase the use of content vocabulary and hands on inquiry based instruction.
Rationale for Evidence-based Strategy	Bi increasing content vocabulary and inquiry based instruction, student achievement will increase in science.

Action Step	
Description	1. Science department will use Discovery Ed Resources to ensure alignment to standards (Farrell) 2. Science will use vocabulary strategies in their classrooms to strengthen literacy (Farrell) 3. ELL Task force will address instructional strategies from ELLevation needed to support ELL students in math monthly in dept meetings. (Cintron) 4. Science Coach uses coaching cycle and monitors implementation of Marzano teaching strategies including the use of learning targets and scales on a weekly basis to all science teachers as needed (Evidenced by improvement seen in classroom walkthroughs) (Farrell) 5. Teachers plan to Close the Achievement by special populations (ELL, ESE, Lowest Quartile, multiracial) and targeted strategies in unit plans (Farrell) 6. Monthly data chats with PLCs (Stocktake style) (Farrell) 7. Mentor teachers model/ coach new teachers on a weekly basis on planning/ instructional practices. Implementation of practices will be monitored through classroom visits and walkthroughs. (Sabharwal) 8. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. (Gould) 9. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. (Gould) 10. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Mode (Gould)
Person Responsible	Matthew Farrell (matthew.farrell@osceolaschools.net)

#4	
Title	Create a culture where everyone supports PBIS and G.R.I.T.
Rationale	By increasing the implementation of Positive Behavior Intervention Support, the number of referrals and suspension days will decrease.

State the measurable outcome the school plans to achieve	Referrals for discipline will decrease by 10% to less than 1170 for the 2019-2020 school year .
Person responsible for monitoring outcome	Marc Hernandez (marc.hernandez@osceolaschools.net)
Evidence-based Strategy	Tier 1 Implementation of PBIS strategies will be evident in the classrooms and the teachers will use restorative practices to build classroom culture.
Rationale for Evidence-based Strategy	By improving the classroom culture and utilizing PBIS strategies, student behavior will improve.
Action Step	
Description	1. Support all staff in red carpet customer service through training on the job coaching (Hernandez) 2. Recruit and delegate jobs for the PBIS Committee involving students. (Gil) 3. Increasing volunteer use on campus. (DeJesus) 4. Implement Restorative Practices campus wide, including the use of language and circles and monitor monthly. (Gil) 5. PBIS team meets monthly to analyze referral data. (Gil) 6. PBIS Binder with strategies, trainings, and resources given to all staff and VPDs will be provided monthly on the strategies. (Gil) 7. PBIS team will revamp student rewards for Academic Progress and take student feedback into account in implementation and reward monthly. (Gil) 8. PBIS will reward behavior monthly. (Gil) 9.Discipline Data will be shared and problem solved with the entire staff monthly.(Gil) 10. Engage Parents in understanding GRIT through training and social media at least 1 x / week. (Gould) 11. Guidance team will meet with Tier 2 Behavior students weekly. (Hare) 12. Interventionist will work with T3 Behavior students on a bi-weekly basis. (Librot) 13. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. (Gould) 14. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. (Gould) 15. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Mode (Gould)
Person Responsible	Megan Gould (megan.gould@osceolaschools.net)

#5	
Title	Ensure a post secondary culture focusing on college & career readiness.
Rationale	By focusing students on being goals for post secondary paths, student achievement and readiness will increase.

State the measurable outcome the school plans to achieve	School acceleration will increase to 90% achievement. The number of students applying for rigorous high school programs including IB, Neo City, and Paths will increase by 10%.
Person responsible for monitoring outcome	Amy Collin (amy.collin@osceolaschools.net)
Evidence-based Strategy	The school will focus on the MYP- IB program and the K-12 progression of IB learning as well as embedding WICOR from AVID school wide.
Rationale for Evidence-based Strategy	The MYP and AVID programs create a culture of college readiness.

Action Step	
Description	1. Selected teachers will attend MYP trainings to strengthen instructional practices and the MYP coach will work with PLC's to embed best practices . (Da Silva) 2. 100% of 8th grade students will participate in the Community projects, with 50% completing projects. (Da Silva) 3. 8th grade students will have an introduction to the benefits of IB in the fall semester. (Da Silva) 4. Teachers will implement WICOR strategies in the classroom to prepare students for post secondary education. (Mata) 5. Teachers will attend the AVID Summer Institute to strengthen AVID practices. (Mata) 6. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. (Gould) 7. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. (Gould) 8. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Mode (Gould)
Person Responsible	Amy Collin (amy.collin@osceolaschools.net)

#6	
Title	Strengthen collaborative processes to ensure that the learning needs of all students are met
Rationale	Professional Learning communities drive the work of a school. By having teams work together to increase student achievement, student success will increase.

State the measurable outcome the school plans to achieve	All teams will be functioning at a level 5 or better by May.
Person responsible for monitoring outcome	Marc Hernandez (marc.hernandez@osceolaschools.net)
Evidence-based Strategy	Coaches and admin team will provide on going coaching to improve the function of PLCs. All PLC's will experience an increase in the utilization of common lesson plans and common assessments. All PLC's will analyze data to help facilitate instruction.
Rationale for Evidence-based Strategy	Professional learning Communities have a track record of improving schools when done with fidelity.
Action Step	
Description	1. PLC agendas will be turned in weekly. (Hare) 2. PLCs (Individually) turn in weekly lesson plans. (Hare) 3. PLCs develop at least 2 common formatives per unit. (Hare) 4. PLCs use data from common formative to plan instruction and interventions. (Hare) 5. Teachers will reflect on student progress on a monthly basis and give feedback on GRIT Placement. (Hare) 6. Coaches and Admin will be in a PLC 2x month. (Hare) 7. PLC LEADS will be trained on the PLC process in monthly meetings. (Hare) 8. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. (Gould) 9. Schools PLC's teams will meet each month during early release and on two individual planning periods a month, for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs as a Collaborative team. (Hare) 10. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. (Gould) 11. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Mode (Gould)
Person Responsible	Marc Hernandez (marc.hernandez@osceolaschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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 our 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 district has added 13 district social worker positions and 2 psychologist positions to support the socio-emotional needs of students. Second Step intervention kits were distributed to all elementary and K-8 schools for support social-emotional learning environments.
Our district has a one-step referral system for mental health concerns. Through Title IV funding, students are screened by Panorama to determine needs for socio-emotional needs. Middle School Counselors receive training in Suicide Awareness. High School presentations are done to recognize signs of chronic absence and mental illness. A full time social worker is assigned to each high school.

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 strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

To support the transition of elementary to middle, middle school counselors are scheduled prior to the end of the school year to visit the elementary feeder schools. During the visit, the guidance counselor(s)

share information about course offerings, school clubs/organizations, and expectations for the students as they transition from elementary to middle school.

To support the transition of middle to high school, each comprehensive high school has a College/ Career Specialist paid through a grant with Valencia College to support students in their pursuit of opportunities post-high school. Naviance software is used at the high schools to give students the opportunity to explore career options and interests.

A DJJ Commitment Specialist is employed to support students entering/leaving the juvenile justice program and a transition plan is created to help any students leaving DJJ and returning to their home-zoned school.

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

The school has an MTSS Coach as well as an Interventionist to support student needs. The MTSS team consisting of counselings, deans, admin, and teachers meet 2 times per week to discuss academic needs and behavior needs. As students exhibit a need, the student is referred to the team and the problem solving process begins. Students are given supports based on the needs they exhibit.

Title I, Part A
Funds may be used to support extended learning and remediation materials and/or professional development and academic coaches.

Title I, Part D
When Neglected and/or Delinquent children enroll, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II
Focused professional learning opportunities are offered in: English Language Arts, Mathematics, Instructional Pipeline and Framework Design, Standards Based Instruction, and Professional Learning Communities (PLC).

Title III
The Multicultural Department assists in the identification of at-risk Limited English Proficiency (LEP), immigrant, and Native American students. Research-based, comprehensive educational programs help reduce barriers that result from cultural and linguistic needs.

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

Title IV
The Student Support and Academic Enrichment (SSAE) program is intended to help to:
1. Provide a well-rounded education,
2. Improve safe and healthy school conditions and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101).

Title IX

To help eliminate education barriers the District Liaison works with the school to help homeless students to enroll, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health/academic referrals and resource vouchers.

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

Supplemental district guidance counselors, paid through Title IV funds, to support elementary implementation of Project Lead the Way, and course acceleration and college and career achievement at the secondary levels. Naviance software is used at the high schools to give students the opportunity to explore career options and interests. Campus tours of Valencia College and Osceola Technical College (oTech) are offered for students in seventh and eleventh grades to learn about career options and potential areas of study.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Ensure high levels of literacy across all grade levels.				$5,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	120-Classroom Teachers	0821 - Parkway Middle School	Other		$3,000.00
			Notes: MYP Training for Non Core Instructional Teachers			
	6400	120-Classroom Teachers	0821 - Parkway Middle School	Title, I Part A		$2,100.00
			Notes: AVID Training for Core Teachers			
2	III.A.	Areas of Focus: Ensure all students reach high achievement in Math.				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	120-Classroom Teachers	0821 - Parkway Middle School	Title, I Part A		$2,000.00
			Notes: MYP Training for Math Teachers			
3	III.A.	Areas of Focus: Ensure all students reach high achievement in Science				$0.00
4	III.A.	Areas of Focus: Create a culture where everyone supports PBIS and G.R.I.T.				$0.00
5	III.A.	Areas of Focus: Ensure a post secondary culture focusing on college & career readiness.				$9,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	120-Classroom Teachers	0821 - Parkway Middle School	Title, I Part A		$9,100.00
			Notes: MYP Training for Instructional Teachers			
6	III.A.	Areas of Focus: Strengthen collaborative processes to ensure that the learning needs of all students are met				$16,900.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	6400	120-Classroom Teachers	0821 - Parkway Middle School	Title, I Part A		$16,900.00
			Notes: Summer Training for PLCs to breakdown standards and align instruction to the standards.			
					Total:	$33,100.00