

Broward County Public Schools

Parkway Middle School



2021-22 Schoolwide Improvement Plan

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Parkway Middle School

3600 NW 5TH CT, Lauderhill, FL 33311

[no web address on file]

Demographics

Principal: Angeline Flowers

Start Date for this Principal: 7/1/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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 Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (44%) 2017-18: C (44%) 2016-17: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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 Broward 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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Parkway Middle School

3600 NW 5TH CT, Lauderhill, FL 33311

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>79%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>95%</p>

School Grades History

	2020-21	2019-20	2018-19	2017-18
Year				
Grade		C	C	C

School Board Approval

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SIP Authority

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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 of the Arts is committed to providing a safe and secure environment in which all students can and will become successful learners. Parkway is an exemplary magnet school that provides the highest quality education and innovative academic programs for all students.

Provide the school's vision statement.

The vision of Parkway Middle School of the Arts is to be educational innovators in Science, Technology, Engineering, Arts and Mathematics. The instructional departments provide a rigorous, structured curriculum in a flexible learning environment that motivate students to become self-regulated teachers of their own learning. Our instructional model provides unique academic and elective opportunities such as a STEAM Innovative Program, an award winning Performing Arts Program (Dance, Visual Arts, Bard/Piano Keyboarding/World Drumming, and Drama), the Gifted Academy with Personalized Learning, Robotics, Microsoft Office Industry Certification, Chess, Speech and Debate, Mandarin Chinese as well as many other opportunities for innovative and engaging electives, Students are also provided with advanced placement opportunities in High School Credit Courses and acceleration prospects. It is my goal that Parkway will be a leader in Broward County Public Schools by providing our students with the skills necessary for high school and beyond.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Flowers, Angeline	Principal	<p>The Principal will provide instructional leadership for all educational programs at the school; prepare and manage the school's budget, manage and inventory the school's assets; to read, interprets, follow and enforce the State Board rules, Code of Ethics, School Board policies, and other state and federal laws; use effective interview techniques, coaching and evaluation procedures; enforce collective bargaining agreements; used effective public speaking skills, group dynamics, and interaction and problem solving skills; maintain a sensitivity to multicultural issues, perceive the impact of a decision on other components of the organization, communicate effectively, both orally and in writing, and through use of technology; and analyze and use data. The School Principal will need knowledge of current educational trends and research. Knowledge and understanding of the unique needs and characteristics of school system.</p>
Centrone, Christine	Assistant Principal	<p>The Assistant School Principal will effectively execute the performance responsibilities of providing instructional leadership for all educational programs at the school; exhibit the knowledge and practice of current educational trends, research and technology; understand the unique needs, population trends and characteristics of students served in the school; read, interpret and implement the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes; and coach, supervise and evaluate personnel in accordance with collective bargaining agreements. The Assistant School Principal will need to demonstrate effective communication and interaction skills with all stakeholders, have the ability to use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts.</p>
Maddox, Cedric	Assistant Principal	<p>The Assistant School Principal will effectively execute the performance responsibilities of providing instructional leadership for all educational programs at the school; exhibit the knowledge and practice of current educational trends, research and technology; understand the unique needs, population trends and characteristics of students served in the school; read, interpret and implement the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes; and coach, supervise and evaluate personnel in accordance with collective bargaining agreements. The Assistant School Principal will need to demonstrate effective communication and interaction skills with all stakeholders, have the ability to use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts.</p>

Name	Position Title	Job Duties and Responsibilities
Davis, Kellee	Assistant Principal	<p>The Assistant School Principal will effectively execute the performance responsibilities of providing instructional leadership for all educational programs at the school; exhibit the knowledge and practice of current educational trends, research and technology; understand the unique needs, population trends and characteristics of students served in the school; read, interpret and implement the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes; and coach, supervise and evaluate personnel in accordance with collective bargaining agreements. The Assistant School Principal will need to demonstrate effective communication and interaction skills with all stakeholders, have the ability to use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts.</p>
Blackshire, Vanessa	Instructional Coach	<p>The Literacy Coach will provide personalized support based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers. In addition to strategic literacy-focused mentoring, coaches will support teachers to develop skills in analyzing student work, differentiating instruction, supporting English Language learners and students with special needs. Also, coaches will work collaboratively, build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers.</p> <p>The Coach, Literacy shall:</p> <ol style="list-style-type: none"> 1. assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement 2. support teachers in implementing explicit, systemic, and rigorous literacy instruction, through collaborative lesson planning, modeling, co-teaching, and conferencing. 3. build teacher capacity for developing and implementing formative assessments including non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning. 4. serve on the school's professional development team to ensure professional learning is aligned to standards, initiatives, and best practices and facilitate Coach, Literacy research based professional learning through the school's professional learning communities. 5. model innovative teaching methodologies and research-based, effective instructional practices through techniques such as co-teaching and demonstration

Name	Position Title	Job Duties and Responsibilities
		<p>lessons.</p> <p>6. assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to parents and the community.</p> <p>7. analyze and present student and teacher data to inform and plan high quality instruction that meets the targeted and differentiated needs of all students leading to improved student achievement.</p> <p>8. maintain a calendar reflecting coaching activities and scheduled meetings and submit required follow-up documentation, including but not limited to, coaching logs, data analysis for teacher development and other resources as required.</p> <p>9. participate and engage in monthly content related professional learning and learning communities.</p> <p>10. promote collegiality through collaborative work and reflective practices with teachers and administrators.</p> <p>11. support teachers with the effective integration of digital applications, tools, strategies and classroom related technologies to support students in their literacy learning.</p> <p>12. assist teachers in organizing and selecting supplemental resources for intervention and enrichment instruction.</p> <p>13. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Fl.</p> <p>14. participate successfully in ongoing professional learning offered to increase the individual's skill and proficiency related to the job responsibilities.</p> <p>15. review current developments, literature and technical sources of information related to job responsibilities.</p> <p>16. handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.)</p> <p>17. ensure adherence to good safety procedures.</p> <p>18. follow federal and state laws, as well as School Board policies.</p> <p>19. perform other duties as assigned by the principal or designee.</p>
<p>Vincent, Jillian</p>	<p>Teacher, ESE</p>	<p>Oversee the ESE department, teachers and students. Provide individualized supports pertaining to students IEP's.</p>

Name	Position Title	Job Duties and Responsibilities
Brooks-George, Joannette	Magnet Coordinator	Market, Recruit students to the school-wide magnet program, ensure that curriculum and instruction being delivered with fidelity.
Morris, Ellen	Teacher, K-12	7th Grade Social Studies Teacher/BTU Representative

Demographic Information

Principal start date

Thursday 7/1/2021, Angeline Flowers

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

2

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

11

Total number of teacher positions allocated to the school

63

Total number of students enrolled at the school

1,240

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

12

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

12

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	17	31	26	448	433	386	0	0	0	0	1341
Attendance below 90 percent	0	0	0	2	0	3	122	115	91	0	0	0	0	333
One or more suspensions	0	0	0	1	0	0	13	45	19	0	0	0	0	78
Course failure in ELA	0	0	0	0	0	0	87	94	151	0	0	0	0	332
Course failure in Math	0	0	0	0	0	0	46	41	123	0	0	0	0	210
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	128	120	122	0	0	0	0	370
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	112	109	127	0	0	0	0	348
Number of students with a substantial reading deficiency	0	0	0	1	1	1	244	275	230	0	0	0	0	752

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	194	216	224	0	0	0	0	634

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	3	1	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	5	7	7	0	0	0	0	19

Date this data was collected or last updated

Tuesday 9/28/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	22	28	27	429	409	373	0	0	0	0	1288
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	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	0	0	0	0	0	0	0	0

The number of students identified as retainees:

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

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	22	28	27	429	409	373	0	0	0	0	1288
Attendance below 90 percent	0	0	0	2	3	122	115	91	0	0	0	0	0	333
One or more suspensions	0	0	0	1	0	13	45	19	0	0	0	0	0	78
Course failure in ELA	0	0	0	0	0	0	87	94	151	0	0	0	0	332
Course failure in Math	0	0	0	0	0	0	46	41	123	0	0	0	0	210
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	112	109	127	0	0	0	0	348
Level 1 on 2019 statewide Math assessment	0	0	0	1	1	1	244	275	230	0	0	0	0	752

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	194	216	224	0	0	0	0	634

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	3	1	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	5	7	7	0	0	0	0	19

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				42%	57%	54%	39%	57%	53%
ELA Learning Gains				46%	57%	54%	44%	57%	54%
ELA Lowest 25th Percentile				32%	48%	47%	28%	50%	47%
Math Achievement				42%	60%	58%	41%	60%	58%
Math Learning Gains				39%	58%	57%	44%	59%	57%
Math Lowest 25th Percentile				28%	49%	51%	35%	50%	51%
Science Achievement				43%	49%	51%	47%	52%	52%
Social Studies Achievement				50%	71%	72%	48%	72%	72%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	39%	57%	-18%	54%	-15%
Cohort Comparison						
07	2021					
	2019	37%	55%	-18%	52%	-15%
Cohort Comparison		-39%				
08	2021					
	2019	38%	59%	-21%	56%	-18%
Cohort Comparison		-37%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	45%	58%	-13%	55%	-10%
Cohort Comparison						
07	2021					
	2019	36%	53%	-17%	54%	-18%
Cohort Comparison		-45%				
08	2021					
	2019	11%	45%	-34%	46%	-35%
Cohort Comparison		-36%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	39%	43%	-4%	48%	-9%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	67%	-67%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	49%	71%	-22%	71%	-22%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	74%	61%	13%	61%	13%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	92%	56%	36%	57%	35%

Grade Level Data Review - Progress Monitoring Assessments

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

The data below is based on 2021 FSA data after the return from Covid 19/ELearning.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	*	*	106
	Economically Disadvantaged	*	*	64
	Students With Disabilities	*	*	72
	English Language Learners			7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	*	*	106
	Economically Disadvantaged	*	*	64
	Students With Disabilities	*	*	72
	English Language Learners	*	*	7

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	*	*	96
	Economically Disadvantaged	*	*	49
	Students With Disabilities	*	*	59
	English Language Learners	*	*	5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	*	*	96
	Economically Disadvantaged	*	*	49
	Students With Disabilities	*	*	59
	English Language Learners	*	*	5
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	*	*	35
	Economically Disadvantaged	*	*	*
	Students With Disabilities	*	*	*
	English Language Learners	*	*	*

Grade 8					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		*	*	92
	Economically Disadvantaged		*	*	47
	Students With Disabilities		*	*	59
	English Language Learners		*	*	7
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		*	*	94
	Economically Disadvantaged		*	*	47
	Students With Disabilities		*	*	59
	English Language Learners		*	*	7
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		*	*	19
	Economically Disadvantaged		*	*	*
	Students With Disabilities		*	*	*
	English Language Learners		*	*	*
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	21	30	28	21	14	10		24	46		
ELL	33	36	27	22	18	22		28	33		
BLK	35	35	29	21	12	19	17	30	32		
HSP	59	40	36	43	26	19		57	44		
MUL	59	41		45	6						
WHT	80	58		59	18			92	70		
FRL	35	34	26	21	11	18	17	28	27		
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	23	34	25	26	38	25	17	27			
ELL	37	42	37	43	38	24	26	50			
BLK	35	42	30	36	36	27	35	45	71		

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
HSP	64	62	44	64	45	30	68	66	70		
MUL	62	50		65	50						
WHT	88	67		87	66		82	90	90		
FRL	37	42	31	39	37	26	39	46	73		

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	18	30	24	20	33	26	26	21			
ELL	24	38	28	31	35	30	10	44			
ASN	100			100							
BLK	32	39	26	34	39	33	40	41	59		
HSP	65	56	50	64	61	38	74	66	74		
MUL	68	65		71	62			67			
WHT	84	76		91	86		88	93	100		
FRL	35	41	28	37	41	33	43	45	64		

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	27
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	17
Total Points Earned for the Federal Index	270
Total Components for the Federal Index	10
Percent Tested	74%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
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	26
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	25
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	38
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	63
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	24
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

Analysis of the data in the Content Areas of Reading and Math indicate that all grade levels and subgroups require targeted instruction within the classroom; along with additional pull-out /push-in support provided by the Literacy Coach, Math Coach and ESSER Support staff.

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

Based on the 2019 FSA Assessment Data the lowest 30 percent of the following grade levels demonstrate the greatest need for improvement.

Our lowest 30% Core Tile is represented by the numbers below by grade level.

ELA

6th--140

7th--108

8th--107

Math

6th--144

7th--107

8th--112

These students are monitored using individual teacher student data chats, bi-weekly assessments aligned to district curriculum and the individual needs of students as indicated by Individual Instructional Plans.

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

The contributing factors that precipitated the need for improvement of the lowest 30 percent Core Tile of each grade level was the analysis of FSA Data as well as in-house assessment data to include I-Ready Reading Diagnostic Assessment AP1 and AP2. Using this information a teachers were able to identify students who needed additional support in content areas.

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

A Comparative Analysis of the 2019 FSA with 2020 FSA Data indicated that ELA Reading did not have a significant drop in proficiency. The information below is a comparative analysis of ELA Reading Performance.

Language Arts 2020-21 Proficiency 2019-2020 Proficiency Difference

6th 30% 39% -1%

7th 34% 37% -3%

8th 36% 38% -2%

The data noted above indicates that student performance in Reading Comprehension was relatively the same in 2019 and 2021 as shown in FSA results. Students were progress monitored using Common Formative Assessments as well as I-Ready Reading Diagnostics and Teacher Assigned Lessons.

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

The contributing factors to this improvement was a unified Instructional Focus Calendar within the Language Arts and Reading Department as well as the development and implementation of Parkway Middle School Standards Cross Walk. The Stands Cross Walk is a tool that identified tested curricular areas, showed how their area standards aligned to Language Arts and Reading. The Standards Cross Walk along with In-house Common Formative Assessments, I-Ready Teacher Assigned Standards lessons were positive components that contributed to

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

Continued Monitoring of student progress in I-Ready Reading, Read 180 and System 44 along with in-house Assessment data will be used to accelerate learning. A targeted individual instructional plan will be implemented based on the results of the above mentioned Reading Programs.

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

ELA and Reading teachers will participate in District Professional Development. School facilitated professional development sessions will be implemented to target tested standards. The implementation of Reading Strategies to facilitate comprehension will be used daily within classrooms. Professional Development sessions will occur based on the following timeline:

Sept. 23rd

Oct. 7th & 21st

Nov. 11th

Dec. 9th

Jan. 13th & 27th

Feb. 10th & 24th

March 10th and 24th

April 14th & 28th

May 13th & 26th

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

Additional services that will be implemented to ensure sustainability will include Parent Success Academy sessions. These sessions will provide Reading and Math Resources that parents can use with their children to reinforce skills and strategies used in the classroom.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale: The lowest 30 percent of non-proficient students in the Content Areas of Reading and Math need additional support. Support will be provided to all grade levels and subgroups using targeted instruction within the classroom; along with additional pull-out /push-in support provided by the Literacy Coach, Math Coach and ESSER Support staff.

Measurable Outcome: Measurable outcomes: Parkway Middle School ELA scores for the 2021-2022 school will improve by 3%. in Reading and Math.

Monitoring: Continued Monitoring of student progress in I-Ready Reading, Read 180 and System 44 along with in-house Assessment data will be used to accelerate learning. A targeted individual instructional plan will be implemented based on the results of the above mentioned Reading Programs.

Person responsible for monitoring outcome: Vanessa Blackshire (vanessia.blackshire@browrdschools.com)

Evidence-based Strategy: An evidence based Strategy be implemented school-wide is R.A.C.E.S. The acronym can be applied to any subject area and reinforces comprehension across grade levels and content areas.

- R-Restate the question as a statement
- A-Answer the question in your own words
- C-Cite evidence from the text to support the question (Paraphrase the information)
- E-Explain the evidence and why it addresses the question
- S- Write a summary statement to end the paragraph.

Rationale for Evidence-based Strategy: An evidence based Strategy be implemented school-wide is R.A.C.E.S. The acronym can be applied to any subject area and reinforces comprehension across grade levels and content areas.

- R-Restate the question as a statement
- A-Answer the question in your own words
- C-Cite evidence from the text to support the question (Paraphrase the information)
- E-Explain the evidence and why it addresses the question
- S- Write a summary statement to end the paragraph.

Resources/criteria
Teacher constructed R.A.C.E.S wall that reminds students of the process. Additionally teachers will display student work that shows implementation of the strategy.

Action Steps to Implement

No action steps were entered for this area of focus

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: The students with disabilities group are included within the lowest 30 percent of non-proficient students in the Content Areas of Reading and Math that need additional support. Support will be provided to all grade levels and subgroups using targeted instruction within the classroom; along with additional pull-out /push-in support provided by the ESE Support Facilitators, Literacy Coach, Math Coach and ESSER Support staff.

Measurable Outcome: Measurable outcomes: Parkway Middle School ELA scores for the 2021-2022 school will improve by 3%. in Reading and Math.

Monitoring: Continued Monitoring of student progress in I-Ready Reading, Read 180 and System 44 along with in-house Assessment data will be used to accelerate learning. A targeted individual instructional plan will be implemented based on the results of the above mentioned Reading Programs. Teachers will also following the Individual Instructional Plan for each student.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: An evidence based Strategy be implemented school-wide is R.A.C.E.S. The acronym can be applied to any subject area and reinforces comprehension across grade levels and content areas.
 R-Restate the question as a statement
 A-Answer the question in your own words
 C-Cite evidence from the text to support the question (Paraphrase the information)
 E-Explain the evidence and why it addresses the question
 S- Write a summary statement to end the paragraph.

Rationale for Evidence-based Strategy: An evidence based Strategy be implemented school-wide is R.A.C.E.S. The acronym can be applied to any subject area and reinforces comprehension across grade levels and content areas.
 R-Restate the question as a statement
 A-Answer the question in your own words
 C-Cite evidence from the text to support the question (Paraphrase the information)
 E-Explain the evidence and why it addresses the question
 S- Write a summary statement to end the paragraph.
 Resources/criteria
 Teacher constructed R.A.C.E.S wall that reminds students of the process. Additionally teachers will display student work that shows implementation of the strategy.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

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

Parkway Middle School of the Arts is committed to providing a safe and secure environment in which all students can and will become successful learners. We are an exemplary school that provides the highest quality education for all students. Parkway Middle School believes that all children have the right to learn in a positive atmosphere where they feel safe and supported in their quest for knowledge and understanding. To guarantee a viable learning environment in every classroom and the school, the following plan has been developed. Firmness, fairness, and consistency are key to effective discipline. By working together we can maintain an appropriate learning climate in all phases of our school environment. All students are expected to follow the Broward County Code of Student Conduct.

Parkway will implement the Behavior Enhancement Lab (B.E.L.) and will serve as an intervention to external suspension for common offenses such as skipping class, fighting and insubordination.

Part IV: Positive Culture & Environment

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

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

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

Parkway builds positive relationships with parents, families through a variety of means. Parents are involved in monthly parent activities that begin early in the year with the Annual Public Meeting during Open House. This meeting informs parents of the many components of the school, introduces them to the curriculum and various assessments in each subject area, and recruits parents to become a part of the school's decision-making process. Through the School Advisory Council, PTSA, and Family Nights, parents have the opportunity to attend activities that involve them on various levels. SAC meetings offer parents a vehicle for input into how parental involvement funds are used, the Parental Involvement Plan, and our School Improvement Plan. Parents also provide feedback on our yearlong activities through various surveys.

The Social Emotional Learning program at Parkway Middle through instruction and support provides students with opportunities to practice and apply an integrated set of cognitive, effective and behavioral skills. Social emotional learning allows students to implement skills, reflect on learning and monitor their progress.

Additionally, PASL at Parkway is a framework that encourages students to develop a sense of belonging to

the school as a whole and provides meaningful, positive connections with adults and other students. Through PASL courses, all students will receive rich, engaging and heartfelt lessons which is vital as students adjust to physical distancing and being temporarily out of the physical school building.

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

Parkway is continuously working to create a learning environment, promoting a positive culture characterized by trust and respectful relationships with Administration, teachers, parents, students and the community. There will be ongoing monitoring and evaluation of the implementation of the plan to promote a positive culture for the 2021-22 school year for continuous improvement.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	2851		0701 - Parkway Middle School	Title, I Part A		\$10,000.00
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0701 - Parkway Middle School			\$10,000.00
			0701 - Parkway Middle School			\$10,000.00
					Total:	\$30,000.00