



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Parkway Middle School

857 FLORIDA PKWY

Kissimmee, FL 34743

407-344-7000

www.osceola.k12.fl.us

School Demographics

School Type
Middle School

Title I
Yes

Free and Reduced Lunch Rate
83%

Alternative/ESE Center
No

Charter School
No

Minority Rate
91%

School Grades History

2013-14
C

2012-13
C

2011-12
C

2010-11
B

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Parkway Middle School

Principal

Evelith Olmeda Garcia

School Advisory Council chair

Astrid Lopez

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Evelith Olmeda Garcia	Principal
Megan Gould	Assistant Principal
Rebecca Martinez	Literacy Coach
Zayra Diaz	Science and Math Coach
Aimee Rogacki	IB Coordinator
Evelyn Ruiz	ESOL Compliance
Carla Keenum	RCS Specialist
Amy Rousch	Testing Coordinator and Dean of students
Vanard Dinkins	Dean of students
Greag Johnson	Dean of students

District-Level Information

District

Osceola

Superintendent

Mrs. Melba Luciano

Date of school board approval of SIP

10/8/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Parkway's SAC is composed of parents, teachers, students, and administrators. Dr. Astrid Lopez, is the Chairperson, the Co-Chair is Mrs. Casius, and Mrs. Andrewhar is the secretary.

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

Parkway will hold a Parent Night per quarter to focus on academic support in class subjects. Parkway will hold a Parent/ Teacher Conference Night in the Fall. Parkway will hold a Title I Parent Information Night at the beginning of the school year. Parkway will hold an Open House prior to the start of the school year to encourage parent involvement in the school. Most of these activities are combined with SAC meetings. SAC meetings will be held from 5-6:00pm on the first Thursday of each month. Other cultural and fine arts activities will also be integrated into the meetings in order to showcase our student body talents, as well as, encourage parent participation in SAC.

Projected use of school improvement funds, including the amount allocated to each project

No funds are available for activities

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

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

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Evelith Olmeda Garcia

Principal

Years as Administrator:

Years at Current School:

Credentials

Specialist Degree in Administration and supervision, Master Degree in Environmental Science and a Bachelor Degree in Science. School Principal Certification and Spanish Certification.

Performance Record

Megan Gould

Asst Principal

Years as Administrator:

Years at Current School:

Credentials

Master Degree in Administration and supervision and a BA in Elementary Education.

Performance Record

Asst Principal

Years as Administrator:

Years at Current School:

Credentials**Performance Record****Instructional Coaches****# of instructional coaches**

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Zayra Diaz**

Full-time / School-based

Years as Coach: 3

Years at Current School: 3

Areas

Mathematics, Science, Data

Credentials

Education:

1993 M.A. School of Management and Supervision from the School of Education, University of Puerto Rico

1988 B.A. Elementary School Teacher, School of Education, University of Puerto Rico

Certifications:

2019 Certificate from the Board of Education by Florida State for Educational Leadership all levels

2019 Certificate from the Board of Education by Florida State for Teacher in the Elementary level

2019 Certificate from the Board of Education by Florida State for Teacher in the Middle School level, Science

2019 Certificate from the Board of Education by Florida State for ESOL Endorsement

2019 Certificate from the board of Education by Florida State for Gifted endorsement

Performance Record

Highly qualified teacher.

Rebecca Martinez

Full-time / School-based

Years as Coach:

Years at Current School:

Areas

Reading/Literacy, Data, RtI/MTSS

Credentials

BA in Education from University of Puerto Rico 1970

English certification grades 6-12

Masters in Curriculum from Phoenix University 1991

Master is Administration and Supervision from Phoenix University 1992

ESOL Endorsement 2004

Reading Endorsement 2006

Performance Record

Highly qualified teacher

Classroom Teachers**# of classroom teachers**

63

receiving effective rating or higher

0%

Highly Qualified Teachers

100%

certified in-field

63, 100%

ESOL endorsed

30, 48%

reading endorsed

17, 27%

with advanced degrees

16, 25%

National Board Certified

3, 5%

first-year teachers

4, 6%

with 1-5 years of experience

10, 16%

with 6-14 years of experience

42, 67%

with 15 or more years of experience

15, 24%

Education Paraprofessionals

of paraprofessionals

4

Highly Qualified

4, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

6

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Teachers are hired at Parkway Middle School if they are certified-in-field. New teachers to Parkway are assigned a mentor to assist the new teacher. We offer on-going professional development in subject areas and grade level and emphasis on staff culture.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Mrs. Salisbury is working directly with new teachers to help them improve their teaching strategies and classroom management. Each new teacher is paired with a veteran teacher. Mentor and mentees meet on a regular basis (once a month) or as needed.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS team meets monthly or as needed to develop monitoring and data collection plans to ensure that students' achievement goals are met. If a need is found, the committee determines the necessary steps to provide interventions/remediation strategies to meet the students needs..

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The MTSS Leadership Team meets develop and discuss the SIP and analyze data for Tier 1,2, or 3 students to develop best practices and appropriate interventions for students identified. The team will review progress monitoring data at the school level and classroom level to identify each child's risk level. Based on data, the team will evaluate, collaborate and respond with effective shared intervention strategies aimed at making each child successful in the current environment if possible.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Our Fidelity team uses formal and informal evaluation, participates in SIP and MTSS meeting to be sure of accuracy.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The MTSS uses STAR assessments in reading and math to monitor student progress. In addition, teachers use formative assessments in fluency.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

School-wide professional development is given to all faculty and staff members. Teachers are provided coverage of class in order to meet with the MTSS team when discussing or developing an intervention plan for specific students (Tier III or II). Progress monitoring through STAR is used.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 210

Morning tutoring is conducted by certified teachers. Teachers meet in the morning for an hour 7:20-8:20 AM. In the afternoon students meet Monday, Tuesday, Thursday and Friday from 4:00-6:30 PM

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Parkway uses STAR for Pre and Post test. Students are assessed 4 times a year. This test will determine the areas of concerns for all students. Data is analyzed to see the student's progress.

Who is responsible for monitoring implementation of this strategy?

Coaches are responsible to gather the data. Mrs. Rebecca Martinez is the school designee to monitor the administration of the STAR test. Mr. Revell is the coordinator of 21st Century program at school. He supervises the afternoon program. Ms. Stanley and Ms. Salisbury are responsible for the morning tutoring.

Strategy: Weekend Program**Minutes added to school year: 25**

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

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Certified teachers in Math, Science and ELA are responsible for the extended school on Saturday.

Who is responsible for monitoring implementation of this strategy?**Strategy: Summer Program****Minutes added to school year: 100**

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

Strategy Purpose(s)

""

How is data collected and analyzed to determine the effectiveness of this strategy?**Who is responsible for monitoring implementation of this strategy?**

Mr. Revell, the 21st Century coordinator is responsible to oversee the summer program.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Rebecca Martinez	Literacy Coach
Zayra Diaz	Math and Science Coach
Shirley Johnson	ELA teacher
Terry Rivera	ESOL ELA teacher
Evelith Olmeda Garcia	Principal
Evelyn Ruiz	ESOL Compliance Specialist
Amy Rousch	Dean/Testing Coordinator
Aimee Rogacki	IB coordinator

How the school-based LLT functions

The LLT meets quarterly to discuss literacy activities, school data, integration of reading into all subject areas.

The chair is selected annually and presides over the meetings. The team collaboratively decides on the focus for each activity and who will organize it.

Major initiatives of the LLT

The major initiative this year is to promote vocabulary development in all subjects areas.

Writing across the curriculum.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All teachers have access to the STAR assessment reports. These reports give the teacher guidelines on how to support their students in reading. During the grade level PLC's, teachers discuss data and share effective strategies that help increase student achievement.

The Literacy Leadership Team also contributes to enhancing literacy across the curriculum by designing activities and monitoring data.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

The school incorporates courses such as: AVID program, Culinary Arts Class, Health Class, Computer, college and Careers, as well as Orientation to Careers to help students identify the relationship among subjects areas. Common Core Standards are used in the school and provide this relationship as well.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

The school promotes academic and career courses by encouraging students to select elective classes as part of their career growth. Students at Parkway participate in a career day. AVID students visit different universities of the area.

Strategies for improving student readiness for the public postsecondary level

Eighth grade students at Parkway have the opportunity to take as many as 4 High School classes (DE). 8th Grade students that score 3 or better in the FCAT are placed in Algebra 1 Honors and Physical Science Honors. MYP curriculum offers a more rigorous curriculum where students can apply concepts into real life situation.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	57%	49%	No	61%
American Indian				
Asian	89%	71%	No	90%
Black/African American	56%	48%	No	60%
Hispanic	55%	63%	Yes	60%
White	68%	48%	No	71%
English language learners	39%	27%	No	45%
Students with disabilities	28%	53%	Yes	35%
Economically disadvantaged	55%	41%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	84	58%	60%
Students scoring at or above Achievement Level 4	62	42%	48%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	554	57%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	603	62%	65%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	68	46%	48%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	47	32%	34%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	54	36%	38%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	184	55%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	50%	37%	No	55%
American Indian				
Asian	67%	14%	No	70%
Black/African American	39%	11%	No	45%
Hispanic	50%	14%	No	55%
White	64%	12%	No	68%
English language learners	35%	10%	No	42%
Students with disabilities	26%	15%	No	33%
Economically disadvantaged	48%	11%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	16	20%	50%
Students scoring at or above Achievement Level 4	23	14%	50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	465	53%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	162	46%	50%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	125	98%	100%
Middle school performance on high school EOC and industry certifications	<i>[data excluded for privacy reasons]</i>		0%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	40	32%	25%
Students scoring at or above Achievement Level 4	94	73%	75%

Area 4: Science**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	19	5%	10%
Students scoring at or above Achievement Level 4	10	3%	10%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	154	100%	100%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	65	65%	100%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	101	100%	100%
Passing rate (%) for students who take CTE industry certification exams		95%	100%
CTE program concentrators	101	100%	100%
CTE teachers holding appropriate industry certifications	1	100%	100%

Area 8: Early Warning Systems**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	56	5%	0%
Students who fail a mathematics course	8	0%	0%
Students who fail an English Language Arts course	14	1%	0%
Students who fail two or more courses in any subject	13	1%	0%
Students who receive two or more behavior referrals	172	17%	15%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	183	18%	15%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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

Parkway will appoint a School and parent liaison to make connections with the community keeping them informed of school activities and ways to assist teachers in their children learning.

Parkway will hold a Parent Night per quarter to focus on academic support in class subjects. Parkway will hold a Parent/ Teacher Conference Night in the Fall. Parkway will hold a Title I Parent Information Night at the beginning of the school year.

Parkway will hold an Open House prior to the start of the school year to encourage parent involvement in the school.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
SAC Meeting	10	100%	100%
Parent Night	4	100%	100%
Open House	4	100%	100%
Curriculum Night	2	100%	100%
Title I Parent Night	1	100%	100%

Area 10: Additional Targets**Additional targets for the school**

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** 6th- 8th grade increase by 2% the number of students who move from level 1 to level 2; increase by 3% the number of students moving from level 2 to 3+. Parkway Middle School goals are to meet or exceed the district and state goals.
- G2.** Percentage of students scoring proficient and higher in Mathematics will increase from 43% to 50% as measure by the FCAT administer in spring 2014.
- G3.** Increase writing scores to meet or exceed district goal by 5% in the 2014 FCAT Writing test.
- G4.** Seventy one percent tested on FCAT Science 2013 will increase from 6% to 10% as measured by pre and post test created by the District and administered biannually

Goals Detail

G1. 6th- 8th grade increase by 2% the number of students who move from level 1 to level 2; increase by 3% the number of students moving from level 2 to 3+. Parkway Middle School goals are to meet or exceed the district and state goals.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- All students will be tested using the STAR assessment which will give teachers information on each student's insructional level, skills and strategies needed to increase or enhance instruction.
- District modules provided offer a baseline for planning focusing on skills needed to increase proformance on FCAT 2.0.
- Professional development for teachers on data analysis, vocabulary, reading and writing skills.
- TeenBiz computer program will be used for all reading levels as a form of differentiated instruction.
- Jamestown Fluency will be used in the intensive reading classes (level 1) to foster fluency.

Targeted Barriers to Achieving the Goal

- District modules and MYP units, in some cases cannot be integrated.
- TeenBiz is provided for all students in all classes so teachers have a difficult time collaborating on what lessons they will use.

Plan to Monitor Progress Toward the Goal

Implementation of MYP lesson

Person or Persons Responsible

ELA teachers, Literacy Coach, IB Coordinator, and AP

Target Dates or Schedule:

Ongoing process

Evidence of Completion:

Minutes, student engagement, peer observations, test scores

G2. Percentage of students scoring proficient and higher in Mathematics will increase from 43% to 50% as measure by the FCAT administer in spring 2014.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Algebra 1 EOC

Resources Available to Support the Goal

- Computer programs PLATO, Britanica, FCAT EXplorer
- DATA Director and STAR assessments

Targeted Barriers to Achieving the Goal

- Computer schedule logistics and computer availability

Plan to Monitor Progress Toward the Goal

Test data given to analyse school, district and state tests and redirect teaching strategies.

Person or Persons Responsible

Math coach, teachers, test coordinator and administration

Target Dates or Schedule:

During PLC's after each administration of assessment. Leadership PLC's

Evidence of Completion:

Data binder with reports and graphs.

G3. Increase writing scores to meet or exceed district goal by 5% in the 2014 FCAT Writing test.

Targets Supported

- Writing

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

- Some teachers reluctance to peer coaching

Plan to Monitor Progress Toward the Goal

Monthly data chats

Person or Persons Responsible

ELA teachers, Literacy coach

Target Dates or Schedule:

During PLC's on a monthly basis

Evidence of Completion:

Graph of student progress

G4. Seventy one percent tested on FCAT Science 2013 will increase from 6% to 10% as measured by pre and post test created by the District and administered biannually

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- FCAT Explorer, and DATA Director

Targeted Barriers to Achieving the Goal

- Computer schedule to accomodate all classes in the school.

Plan to Monitor Progress Toward the Goal

Revision of computer schedules, walkthroughs, student log ins and communication with testing coordinator to ensure that the online testing is accurate and done in a timely manner.

Person or Persons Responsible

Teachers, Testing coordinator and Science Coach

Target Dates or Schedule:

Before every administration of tests

Evidence of Completion:

Modified computer schedule, Log-in reports, observations, modifications done to schedule to accomodate our students needs.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. 6th- 8th grade increase by 2% the number of students who move from level 1 to level 2; increase by 3% the number of students moving from level 2 to 3+. Parkway Middle School goals are to meet or exceed the district and state goals.

G1.B2 District modules and MYP units, in some cases cannot be integrated.

G1.B2.S1 Teachers will work collaboratively to plan thier unit by sharing ideas and inplmentation strategies as well as activities. The FCAT test specs and Common Core State standards will be incorporated into the lessons. Weekly planning meetings and reflections will be used to monitor the process.

Action Step 1

MYP lesson planning

Person or Persons Responsible

IB Coordinator and MYP facilitators

Target Dates or Schedule

On going

Evidence of Completion

Completed units

Facilitator:

IB Coordinator and Literacy Coach

Participants:

ELA Teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Revision of unit MYP plans

Person or Persons Responsible

Ib Coordinator, Literacy, AP

Target Dates or Schedule

At the end of each unit (six weeks)

Evidence of Completion

Check for modifications and reflections

Plan to Monitor Effectiveness of G1.B2.S1

Walkthroughs, TOOTs, Teacher/ Coach conferences

Person or Persons Responsible

ELA teachers, Literacy Coach, AP

Target Dates or Schedule

Department PLCs

Evidence of Completion

Results from Common assessments, classroom observations, and reflections

G1.B5 TeenBiz is provided for all students in all classes so teachers have a difficult time collaborating on what lessons they will use.

G1.B5.S1 Provide professional development on usage of TeenBiz with fidelity to model.

Action Step 1

Professional development on effective implementation of Teenbiz

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

In October and during other PLC's

Evidence of Completion

Walkthroughs and observations, student performance on activities

Facilitator:

ACHieve 3000 corporate facilitator and Literacy Coach

Participants:

All ELA and social studies teachers

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

Weekly reports on usage and performance

Person or Persons Responsible

ELA teachers, Literacy coach, administration

Target Dates or Schedule

Weekly and during department PLC's

Evidence of Completion

Student increase in performance

Plan to Monitor Effectiveness of G1.B5.S1

Walkthroughs, observations, data chats with students and teachers.

Person or Persons Responsible

Literacy Coach, Teachers, and students

Target Dates or Schedule

During PLC's or pre and post conferencing with teachers

Evidence of Completion

Student and class reports on proficiency, usage, activities.

G2. Percentage of students scoring proficient and higher in Mathematics will increase from 43% to 50% as measure by the FCAT administer in spring 2014.

G2.B2 Computer schedule logistics and computer availability

G2.B2.S1 Direct communication with school personnel to provide a feasible schedule accommodating the needs of our students.

Action Step 1

PLC on the logistics of communication during testing time to ensure that online testing is accurate and it is done in a timely manner.

Person or Persons Responsible

Math Coach, Testing Coordinator, Literacy Coach, Tech, and administration and district representative.

Target Dates or Schedule

ongoing

Evidence of Completion

Testing schedule, emails, meetings

Facilitator:

Math and Science Coach and Testing Coordinator

Participants:

Staff, coaches, administrators

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

Documentation of direct communication of school and district personnel.

Person or Persons Responsible

Math Coach, Testing Coordinator, Literacy Coach, Tech, School administration and district.

Target Dates or Schedule

ongoing

Evidence of Completion

Testing schedule, emails, meetings

Plan to Monitor Effectiveness of G2.B2.S1

Test reports by teacher, student, grade, benchmark. Testing schedule aligned to school, district and state tests.

Person or Persons Responsible

Math coach and testing Coordinator.

Target Dates or Schedule

After every test is completed.

Evidence of Completion

Evidence of testing scores by level and teachers.

G3. Increase writing scores to meet or exceed district goal by 5% in the 2014 FCAT Writing test.

G3.B2 Some teachers reluctance to peer coaching

G3.B2.S1 Shared responsibility in peer coaching

Action Step 1

Core Connections training (Common core style writing)

Person or Persons Responsible

Ramsey 8th grade ELA teacher

Target Dates or Schedule

Beginning in October and then on a monthly basis.

Evidence of Completion

Monthly essays.

Facilitator:

Core Connections facilitator and literacy Coach

Participants:

ELA teachers

Action Step 2

Peer coaching in writing

Person or Persons Responsible

Language Arts teachers, Literacy coach, AP

Target Dates or Schedule

During PLC's on a monthly basis

Evidence of Completion

Minutes, handouts, observation, and reflections

Facilitator:

ELA teachers and Literacy Coach

Participants:

ELA teachers

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

PLC discussions and reflections

Person or Persons Responsible

ELA teachers, Literacy coach, AP

Target Dates or Schedule

During PLC or in post conferences

Evidence of Completion

Observations, Increase in writing scores

Plan to Monitor Effectiveness of G3.B2.S1

Increment of student writing scores

Person or Persons Responsible

ELA teachers, Literacy Coach

Target Dates or Schedule

After each testing cycle

Evidence of Completion

Test scores

G4. Seventy one percent tested on FCAT Science 2013 will increase from 6% to 10% as measured by pre and post test created by the District and administered biannually

G4.B1 Computer schedule to accomodate all classes in the school.

G4.B1.S1 Ensure effective communication between teachers, testing coordinator and Science Coach is in place.

Action Step 1

Effective communication and schedule during testing time.

Person or Persons Responsible

Testing coordinator, Science coach and Administrtion

Target Dates or Schedule

Before and after testing

Evidence of Completion

Meeting minutes and emails

Facilitator:

Participants:

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Effectiveness of schedule use and modified as needed.

Person or Persons Responsible

Testing coordinator, Science coach and Administrator

Target Dates or Schedule

Before, during and after testing

Evidence of Completion

Testing completion logs.

Plan to Monitor Effectiveness of G4.B1.S1

Walkthroughs, student log ins and communication with testing coordinator to ensure that the online testing is accurate and done in a timely manner.

Person or Persons Responsible

Teachers, Testing coordinator and Science Coach

Target Dates or Schedule

Before during and after tests

Evidence of Completion

Log-in reports, observations, modifications done to schedule to accomodate our students needs.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Services are provided to ensure students requiring remediation are assisted through after-school programs, before school and Saturday Academic School. The district coordinates with Title 2 and Title 3 in providing the necessary staff development. Migrant liaison provides services and support to students and parents. The liaison coordinates with Title 1 and other programs to ensure students' needs are met. Parkway offered extended learning opportunities for our students at various times, before and after school and Saturday academic using SAI money and Title 1. A grade recovery program is implemented in the summer to assist students who fail a class during the school year. The district coordinates with Title II to ensure staff development needs are provided. Reading and Math Coaches develop and lead programs based on Common Core Standards curriculum/behavior assessment and intervention approaches. Parkway participates in SAVE school program that offers orientation and presentations about bullying. Deans and guidance counselor coordinate Bullying conferences for all students. The Media Specialist offers presentations on Cyberbullying to every 6th-8th grader as part of the district requirement. When Neglected and/or Delinquent children are enrolled in our school, we also coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Our FIT (Families in transition) is coordinated by Mrs. Annette Aponte, guidance counselor. This program provides food from our pantry, clothing and school supplies as needed. When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students if enrolled at our school. 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. To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

The school utilizes technology to support classroom instruction. The school has six computer labs and two mobile labs. Teachers participate in ongoing Professional Development to enhance education using technology. Every teacher has a laptop in their classroom in addition to a document camera, LCD projector and smartboard. Discovery Education, TeenBiz, PLATO, Success Maker and FCAT explorer are some of the softwares that our students are able to use to enhance their education. Professional Development is provided for PDA+, Math Solutions, and Marzano Research Laboratory. It is also used to focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation.

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. 6th- 8th grade increase by 2% the number of students who move from level 1 to level 2; increase by 3% the number of students moving from level 2 to 3+. Parkway Middle School goals are to meet or exceed the district and state goals.

G1.B2 District modules and MYP units, in some cases cannot be integrated.

G1.B2.S1 Teachers will work collaboratively to plan thier unit by sharing ideas and inplmentation strategies as well as activities. The FCAT test specs and Common Core State standards will be incorporated into the lessons. Weekly planning meetings and reflections will be used to monitor the process.

PD Opportunity 1

MYP lesson planning

Facilitator

IB Coordinator and Literacy Coach

Participants

ELA Teachers

Target Dates or Schedule

On going

Evidence of Completion

Completed units

G1.B5 TeenBiz is provided for all students in all classes so teachers have a difficult time collaborating on what lessons they will use.

G1.B5.S1 Provide professional development on usage of TeenBiz with fidelity to model.

PD Opportunity 1

Professional development on effective implementation of Teenbiz

Facilitator

ACHieve 3000 corporate facilitator and Literacy Coach

Participants

All ELA and social studies teachers

Target Dates or Schedule

In October and during other PLC's

Evidence of Completion

Walkthroughs and observations, student performance on activities

G2. Percentage of students scoring proficient and higher in Mathematics will increase from 43% to 50% as measure by the FCAT administer in spring 2014.

G2.B2 Computer schedule logistics and computer availability

G2.B2.S1 Direct communication with school personnel to provide a feasible schedule accommodating the needs of our students.

PD Opportunity 1

PLC on the logistics of communication during testing time to ensure that online testing is accurate and it is done in a timely manner.

Facilitator

Math and Science Coach and Testing Coordinator

Participants

Staff, coaches, administrators

Target Dates or Schedule

ongoing

Evidence of Completion

Testing schedule, emails, meetings

G3. Increase writing scores to meet or exceed district goal by 5% in the 2014 FCAT Writing test.

G3.B2 Some teachers reluctance to peer coaching

G3.B2.S1 Shared responsibility in peer coaching

PD Opportunity 1

Core Connections training (Common core style writing)

Facilitator

Core Connections facilitator and literacy Coach

Participants

ELA teachers

Target Dates or Schedule

Beginning in October and then on a monthly basis.

Evidence of Completion

Monthly essays.

PD Opportunity 2

Peer coaching in writing

Facilitator

ELA teachers and Literacy Coach

Participants

ELA teachers

Target Dates or Schedule

During PLC's on a monthly basis

Evidence of Completion

Minutes, handouts, observation, and reflections

G4. Seventy one percent tested on FCAT Science 2013 will increase from 6% to 10% as measured by pre and post test created by the District and administered biannually

G4.B1 Computer schedule to accomodate all classes in the school.

G4.B1.S1 Ensure effective communication between teachers, testing coordinator and Science Coach is in place.

PD Opportunity 1

Effective communication and schedule during testing time.

Facilitator

Participants

Target Dates or Schedule

Before and after testing

Evidence of Completion

Meeting minutes and emails

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
		\$0
Total		\$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. 6th- 8th grade increase by 2% the number of students who move from level 1 to level 2; increase by 3% the number of students moving from level 2 to 3+. Parkway Middle School goals are to meet or exceed the district and state goals.

G1.B2 District modules and MYP units, in some cases cannot be integrated.

G1.B2.S1 Teachers will work collaboratively to plan thier unit by sharing ideas and inplmentation strategies as well as activities. The FCAT test specs and Common Core State standards will be incorporated into the lessons. Weekly planning meetings and reflections will be used to monitor the process.

Action Step 1

MYP lesson planning

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G1.B5 TeenBiz is provided for all students in all classes so teachers have a difficult time collaborating on what lessons they will use.

G1.B5.S1 Provide professional development on usage of TeenBiz with fidelity to model.

Action Step 1

Professional development on effective implementation of Teenbiz

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G2. Percentage of students scoring proficient and higher in Mathematics will increase from 43% to 50% as measure by the FCAT administer in spring 2014.

G2.B2 Computer schedule logistics and computer availability

G2.B2.S1 Direct communication with school personnel to provide a feasible schedule accommodating the needs of our students.

Action Step 1

PLC on the logistics of communication during testing time to ensure that online testing is accurate and it is done in a timely manner.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3. Increase writing scores to meet or exceed district goal by 5% in the 2014 FCAT Writing test.

G3.B2 Some teachers reluctance to peer coaching

G3.B2.S1 Shared responsibility in peer coaching

Action Step 1

Core Connections training (Common core style writing)

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4. Seventy one percent tested on FCAT Science 2013 will increase from 6% to 10% as measured by pre and post test created by the District and administered biannually

G4.B1 Computer schedule to accomodate all classes in the school.

G4.B1.S1 Ensure effective communication between teachers, testing coordinator and Science Coach is in place.

Action Step 1

Effective communication and schedule during testing time.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed