Parkway Middle School

2022-23 Schoolwide Improvement Plan

Table of Contents

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (45%) 2018-19: C (44%) 2017-18: C (44%)
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	TSI
* 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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3600 NW 5TH CT, Lauderhill, FL 33311

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

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SIP Authority

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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 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 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, award winning Performing Arts Programs (Dance, Visual Arts, Band/ Piano Keyboarding/World Drumming, and Drama), the Gifted Academy with Personalized Learning, Robotics, Microsoft Office Industry Certification, Chess, Speech and Debate, 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. Parkway Middle School will be a leader in Broward County Public Schools by providing students with the skills necessary for high school and beyond.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Flowers, Angeline	Principal	Principal, leader of the school.
Centrone, Christine	Assistant Principal	Assistant Principal and Second in Command of the school in the absence of the Principal.
Dixon, Latonya	Other	Science Department Chair.
Morris, Ellen	Other	Social Studies Department Chair.
Mallis, Laurie	Other	District Magnet Coordinator.
Blackshire, Vanessia	Other	Literacy Coach of the School.

Demographic Information

Principal start date

Thursday 7/1/2021, Angeline Flowers

Number of teachers with a 2022 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 2022 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

68

Total number of students enrolled at the school

1,205

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

20

Identify the number of instructional staff who joined the school during the 2022-23 school year.

20

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	10	19	24	401	399	392	0	0	0	0	1245
Attendance below 90 percent	0	0	0	2	1	6	88	81	92	0	0	0	0	270
One or more suspensions	0	0	0	0	2	1	127	113	100	0	0	0	0	343
Course failure in ELA	0	0	0	0	0	0	29	30	77	0	0	0	0	136
Course failure in Math	0	0	0	0	0	0	27	62	104	0	0	0	0	193
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	121	140	167	0	0	0	0	428
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	0	0	152	149	202	0	0	0	0	504
Number of students with a substantial reading deficiency	0	0	0	0	0	0	68	77	59	0	0	0	0	204

Using the table above, complete the table below with the number of students by current grade level who have 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	1	179	181	217	0	0	0	0	578

Using current year data, complete the table below with the number of students identified as being "retained.":

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	3	15	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	2	5	4	0	0	0	0	11

Date this data was collected or last updated

Thursday 9/1/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	39%	54%	50%				42%	57%	54%
ELA Learning Gains	48%						46%	57%	54%
ELA Lowest 25th Percentile	41%						32%	48%	47%
Math Achievement	32%	41%	36%				42%	60%	58%
Math Learning Gains	54%						39%	58%	57%
Math Lowest 25th Percentile	56%						28%	49%	51%
Science Achievement	37%	52%	53%				43%	49%	51%
Social Studies Achievement	50%	63%	58%				50%	71%	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	2022					
	2019	39%	57%	-18%	54%	-15%
Cohort Comparison						
07	2022					
	2019	37%	55%	-18%	52%	-15%
Cohort Comparison		-39%				
08	2022					
	2019	38%	59%	-21%	56%	-18%
Cohort Comparison		-37%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	45%	58%	-13%	55%	-10%
Cohort Comparison						
07	2022					
	2019	36%	53%	-17%	54%	-18%
Cohort Comparison		-45%				
08	2022					
	2019	11%	45%	-34%	46%	-35%
Cohort Comparison		-36%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	39%	43%	-4%	48%	-9%
Cohort Comparison		0%				

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	67%	-67%	67%	-67%

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2022					
2019	49%	71%	-22%	71%	-22%

HISTORY EOC

Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC

Year	School	District	School Minus District	State	School Minus State
2022					
2019	74%	61%	13%	61%	13%

GEOMETRY EOC

Year	School	District	School Minus District	State	School Minus State
2022					
2019	92%	56%	36%	57%	35%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	17	36	40	15	43	44	25	18	40		
ELL	29	56	61	24	56	66	22	38			
BLK	34	45	39	26	53	56	33	44	43		
HSP	57	60	50	49	57	63	56	69	67		
MUL	63	57		63	56						
WHT	73	60		69	74		64	77	71		
FRL	34	46	39	29	53	57	32	46	55		

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		

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
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		
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	454
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	70
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

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%	0

Part III: Planning for Improvement

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 in those content areas.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the 2021-2022 FSA Assessment Data the lowest 30 percent of the following grade levels demonstrates the greatest needs for improvement.
Our lowest 30% Core Tile is represented by grade level as indicated below:
ELA
6th-- 121
7th-- 92
8th--103

Math
6th--122
7th-- 95
8th--106
These students are monitored using individual teacher student data chats, bi-weekly assessments aligned to district curriculum and the 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 Reading and Phonic Inventory and Growth Measure. Using this information teachers were able to identify students who needed additional support in the content area.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

A comparative Analysis of the 2022 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.

ELA Reading 2021-22 Proficiency 2020-21 Proficiency Difference
6th Grade 42% 30% +4

7th Grade 35% 34% +1
8th Grade 32% 36% -4
The data noted above indicates that student performance in Reading Comprehension improved from 2021 to 2022 as shown in the FSA results. Students were progress monitored using Common Formative Assessments as well as Reading and Phonic Inventory Assessments, Growth Measure Assessments and Teacher Assign 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, and Implementation of New State Adopted ELA Language Arts and Reading Curriculum. The components along with continued district curriculum support were major factors that helped to facilitate improved student proficiency.

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

Continued monitoring of student progress in Read 180, System44, Into Literature, Florida Assessment of Student Thinking and 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 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:

September 1st
October13th & 27th
November 10th
December 8th
January 13th & 27th
February 9th
March 9th & 16th
April 6th & 20th
May 11th

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 scholars to reinforce skills and strategies used in the classroom.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Language Arts After careful analysis of our 2022 FSA Subgroup Data it was determined that C1 Key Ideas and Details is one area of low student proficiency. This skill area addresses the students ability to determine what texts say explicitly, the student's ability to summarize text correctly while identifying central ideas/themes, and how ideas and characters develop and interact within a selection all while making logical inferences, and citing textual evidence to support conclusions. The second area of concern is C3 Integration of Knowledge. This skill evaluates the students ability to critically think about a passage, apply knowledge and information from the passage to make logical connection related to the text. These are both transferable skills that will be addressed across all curricular areas within the school. Additionally, all Language Arts and Reading class will implement Rotation Stations that will include Whole Group, Technology and Independent areas that will focus on specific components of the lesson. The goal is that all students will gradually move to the next level in Reading and eventually out of Reading Mathematics The 2022 FSA and F.A.S.T. PM1 indicate that the area of focus for math is our high level two and low level three students. After carefully reviewing the scores it was determined that 32% of the student were shown proficient. As a department we will use the following strategies to effect improvement in our math scores: plan together, and implement the gradual release method (I Do, We Do, you Do) during instruction. These are strategies that will be used in conjunction with the Science Department. We will also track our data by math strand and implement appropriate changes as needed. All Math classes are organized in centers/small groups to increase face to face interaction and differentiate learning. School-wide we are moving from lecture style of instruction to becoming facilitators. Math class will have three stations to include a whole group, technology and independent stations. Additionally, the incorporation of Acaletics, and Success Maker will refine and equip all students for success in Mathematics.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Parkway Middle School will see a 50% proficiency rate in Key Ideas and Details, and Integration of Knowledge across all subgroup as indicated by the third F.A.S.T Assessment in the content areas of ELA, Math, Science and Civics.
Monitoring: Describe how this Area of Focus will be monitored for	The Literacy Coach will monitor the academic movement of all subgroups through the use of the Reading and Phonic Inventories that are given three times during the year. Additionally, all subgroups will be monitored through Language Arts using the Growth Measure that is given three times during the year. Another caveat to monitoring subgroups will occur during TEAM meetings. Teachers will discuss the progress of

	students and if necessary, refer the the student to RTI so that additional supports can be put in place to further improve the academic progress of identified students.
the desired outcome.	The Math Coach will also monitor the progress all subgroups using assessment data, participation in Acaletics and Success Maker and make appropriate instructional changes.
Person responsible for monitoring outcome:	Christine Centrone (christine.walker@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategies that will be implemented within the class room are: R.A.C.E.S--This strategy is an acronym for Read, Answer, Cite, Explain and Summarize the answer for questions related to selection text. This strategy is aligned to C1 Key Ideas and Details. An additional strategy that will be implemented is Making Predictions. This will be done through group discussions and activities that help students make predictions related to passages. Both of these strategies are transferable, can be used in any subject area, and will help improve comprehension skills.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	The R.A.C.E.S and Making Prediction strategies through class or groups discussion were selected because both are transferable skills that are done in all curricular content area.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on multiple sources of data as well as our FSA 2022 data, there's a significant decline in students demonstrating proficiency and achieving learning gains in ELA. Therefore, the teachers effective use of data is the primary challenge for this decline in student growth.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By May 2023, 50% of the Six grade scholars will demonstrate proficiency and growth based on the FAST Progress monitoring assessment #3
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The Areas of Focus that will be monitored is the analysis of data and student work to make the appropriate instructional changes. In addition, conducting classroom walkthroughs to observe evidence of high quality instruction and the levels of student engagement.
Person responsible for monitoring outcome:	Christine Centrone (christine.walker@browardschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Direct Instruction; Integration Differentiate Small groups. Read 180 and Systems 44
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Direct instruction is where teachers use explicit teaching techniques to teach a specific skill to their students. This type of instruction is teacher-directed, where a teacher typically stands at the front of a room and presents information. Direct instruction yields a .62 side effect when teachers provide students with explicit direct instruction (Ido, We do, You do)

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Parkway proudly builds positive relationships with parents, and families. 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.

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

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 2022-23 school year for continuous improvement.