

Broward County Public Schools

Parkway Middle School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	17
III. Planning for Improvement	22
IV. ATSI, TSI and CSI Resource Review	29
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	29
VII. Budget to Support Areas of Focus	0

Parkway Middle School

3600 NW 5TH CT, Lauderdale, FL 33311

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Educating all scholars to reach their highest potential.

Provide the school's vision statement.

High Expectations for all in a safe and nurturing learning environment.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Flowers, Angeline	Principal	<ul style="list-style-type: none"> • Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. • Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). • Achieve expected results on the school's student learning goals. • Direct energy, influence, and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. • Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. • Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. • Recruit, retain, develop, and evaluate an effective and diverse faculty and staff. • Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. • Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. • Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. • Structure and monitor a school learning environment that improves learning for a diverse student population. • Establish and coordinate procedures for student, teacher, parent, and community evaluation of curriculum. • Implement and monitor procedures to ensure that rights of all children and their parents are protected. • Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data. • Utilize processes to empower others and distribute leadership when appropriate. • Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. • Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant. • Employ an improvement cycle for operational problems that analyzes results, identifies root causes, and takes corrective action. • Manage and delegate tasks while consistently demonstrating fiscal efficiency. • Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property. • Develop and manage processes for using appropriate oral, written, and

Name	Position Title	Job Duties and Responsibilities
		<p>electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</p> <ul style="list-style-type: none"> • Maintain high visibility at school and in the community. • Cultivate, support, and develop others within the school. • Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the District. • Provide recognition and celebration for student, staff, and school accomplishments. • Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns. • Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement. • Interact with government and service agencies relative to student welfare. • Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice. • Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the District job description. • Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board. • Administer negotiated employee contracts in the appropriate manner at the school site. • Perform and promote all activities in compliance with the equal employment and nondiscrimination policies of The School Board of Broward County, Florida. • Participate in the training programs offered to increase the individual skills and proficiency related to the job responsibilities. • Review current developments, literature and technical sources of information related to job responsibilities. • Ensure adherence to safety rules and procedures. • Follow federal and state laws, as well as School Board policies.
Alincy , Chedline	Assistant Principal	<ul style="list-style-type: none"> • Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. • Utilize collaborative leadership style and quality processes to assist in establishing and monitoring a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). • Assist in achieving expected results on the school's student learning goals. • Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. • Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success.

Name	Position Title	Job Duties and Responsibilities
Gray, Darion	Assistant Principal	<ul style="list-style-type: none"> • Assist in working collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with State standards, effective instructional practices, student learning needs and assessments. • Assist in recruiting, retaining, developing and evaluating an effective and diverse faculty and staff. • Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. • Assist in establishing and maintaining individual professional development plans for each instructional employee that is linked to student achievement. • Assist in monitoring the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. • Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population. • Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum. • Assist in implementing and monitoring procedures to ensure that rights of all children and their parents are protected. • Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant. • Maintain high visibility at school and in the community. • Cultivate, support, and develop others within the school. • Provide recognition and celebration for student, staff, and school accomplishments. • Assist in establishing open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns. • Assist in providing leadership support for community involvement programs and business partnerships at the school level to promote student achievement. • Interact with government and service agencies relative to student welfare.
		<ul style="list-style-type: none"> • Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. • Utilize collaborative leadership style and quality processes to assist in establishing and monitoring a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). • Assist in achieving expected results on the school's student learning goals. • Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. • Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. • Assist in working collaboratively to develop, implement and monitor an

Name	Position Title	Job Duties and Responsibilities
		<p>instructional framework that aligns curriculum with State standards, effective instructional practices, student learning needs and assessments.</p> <ul style="list-style-type: none"> • Assist in recruiting, retaining, developing and evaluating an effective and diverse faculty and staff. • Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. • Assist in establishing and maintaining individual professional development plans for each instructional employee that is linked to student achievement. • Assist in monitoring the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. • Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population. • Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum. • Assist in implementing and monitoring procedures to ensure that rights of all children and their parents are protected. • Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant. • Maintain high visibility at school and in the community. • Cultivate, support, and develop others within the school. • Provide recognition and celebration for student, staff, and school accomplishments. • Assist in establishing open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns. • Assist in providing leadership support for community involvement programs and business partnerships at the school level to promote student achievement. • Interact with government and service agencies relative to student welfare.
Peters, Kevin	Assistant Principal	<ul style="list-style-type: none"> • Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. • Utilize collaborative leadership style and quality processes to assist in establishing and monitoring a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). • Assist in achieving expected results on the school's student learning goals. • Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. • Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. • Assist in working collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with State standards, effective

Name	Position Title	Job Duties and Responsibilities
		<p>instructional practices, student learning needs and assessments.</p> <ul style="list-style-type: none"> • Assist in recruiting, retaining, developing and evaluating an effective and diverse faculty and staff. • Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. • Assist in establishing and maintaining individual professional development plans for each instructional employee that is linked to student achievement. • Assist in monitoring the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. • Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population. • Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum. • Assist in implementing and monitoring procedures to ensure that rights of all children and their parents are protected. • Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant. • Maintain high visibility at school and in the community. • Cultivate, support, and develop others within the school. • Provide recognition and celebration for student, staff, and school accomplishments. • Assist in establishing open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns. • Assist in providing leadership support for community involvement programs and business partnerships at the school level to promote student achievement. • Interact with government and service agencies relative to student welfare.

Palmer, Abigail	School Counselor	<p>Meet with teachers to present and explain the results of various testing programs.</p> <ul style="list-style-type: none"> • Assist teachers in effective utilization of test results. • Counsel students on personal, academic and vocational problems and notify parents as deemed necessary. • Establish small group counseling sessions. • Provide materials and suggestions for classroom oriented guidance activities. • Identify community and school system resources, and when advisable, refer student situations to the proper agencies. • Arrange student, parent and teacher conferences. • Keep records of conferences and send reports, within the limits of confidentiality, to the principal, • Provide educational counseling to students prior to the scheduling of classes. • Gather information from all faculty members having contact a student being considered for referral.
-----------------	------------------	--

Name	Position Title	Job Duties and Responsibilities
King, Erica	Reading Coach	<p>Assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement.</p> <ul style="list-style-type: none"> • Support teachers in implementing explicit, systemic, and rigorous literacy instruction, through collaborative lesson planning, modeling, co-teaching, and conferencing. • Build teacher capacity for developing and implementing formative assessments including non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning. • Serve on the school's professional development team to ensure professional learning is aligned to standards, initiatives, and best practices and facilitate research based professional learning through the school's professional learning communities. • Model innovative teaching methodologies and evidenced-based, effective instructional practices through techniques such as co-teaching and demonstration lessons. • Assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to parents and the community. • 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. • 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. • Participate and engage in monthly content related professional learning and learning communities to continue to increase knowledge base in reading instruction, intervention, and instructional reading strategies. • Promote collegiality through collaborative work and reflective practices with teachers and administrators. • Support teachers with the effective integration of digital applications, tools, strategies, and classroom related technologies to support students in their literacy learning
McMain, Veronne	Attendance/ Social Work	<p>engage in appropriate assessment activities that result in the identification of the special needs of individual students to include interviews, observations and/or home assessments.</p> <p>2. plan and conduct appropriate mental health interventions to include short term solution focused individual, group and family counseling services for students for the purpose of facilitating personal, social, emotional and academic growth.</p> <p>3. perform crisis intervention services as part of the Crisis Support Team and/</p>

Name	Position Title	Job Duties and Responsibilities
		<p>or conduct short-term crisis counseling, staff support and parent education activities.</p> <p>4. facilitate the monitoring of services, referrals, resources and other activities designed to improve the functioning of students and families. Maintain appropriate reports and record keeping procedures to document the above.</p> <p>5. coordinate home, school and district interventions to manage and improve student attendance including CINS/FINS and court petitions.</p> <p>6. serve as a consultant and contribute specialized knowledge to interdisciplinary school-based teams and staffing committees in resolving the learning and adjustment problems of students. This may include school wide and district program development and planning.</p>
Jay, Kristin	SAC Member	<p>The SAC Chair facilitates the monthly School Advisory Council meetings to ensure that updates are provided in all content areas, minutes are taken, and the goals of the school are being progress moitored.</p>
Allick-Fields, Latanya	Teacher, Adult	<p>Assessment - use assessment strategies (traditional and alternative) which are aligned with the curriculum and standards to assist in the continuous development of the learner.</p> <ul style="list-style-type: none"> • Communication - use effective communication techniques with students, parents, and all other stakeholders. • Continuous Improvement - engage in planned continuous professional quality improvement for self and school. • Critical Thinking - use appropriate techniques and strategies which promote and enhance critical, creative, and evaluate thinking capabilities of students. • Diversity - use appropriate instructional strategies and materials that reflect each student's culture, learning styles, special needs, and socio-economic background. • Ethics and Regulations - fulfill the terms of any affected written contract and adhere to Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida and assist in the enforcement of all federal, state and district board regulations. • Human Development and Learning - use an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students. • Knowledge Subject Matter - demonstrate knowledge and understanding of the subject matter. • Learning Environments - establish a classroom management system that maintains appropriate discipline and creates a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation.

Name	Position Title	Job Duties and Responsibilities
------	----------------	---------------------------------

- Planning - plan, align, implement, and evaluate effective instruction and assessment in a variety of learning environments.
- Role of the Teacher - work with peers, parents, community, and other stakeholders in the continuous improvement of the educational experiences of students.
- Technology - integrate appropriate technology in teaching and learning processes.
- ESOL Requirement - complete the training and obtain

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Advisory Council (SAC) is composed of parents, teachers, administrators, a member of the SGA and community members. The team develops Parkway's School Improvement Plan (SIP). The School Advisory Council monitors the implementation of the SIP. SAC meeting dates are held the last Tuesday of each month beginning at 5:00pm in the Media Center.

Throughout out the year, the SIP plan is reviewed at each monthly SAC meeting.

During the monthly meetings, each area of focus is reviewed and the Department Chair/Literacy Coach and/or Team Lead provides the council with updates including an overview of initiatives and student performance data.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

During the monthly SAC meetings, each area of focus is reviewed and the Department Chair/Literacy Coach and/or Team Lead provides the council with updates including an overview of initiatives and student performance data. After the administration of the FAST progress monitoring assessments the Admin Team will review the data at each subsequent SAC meeting to ensure that SAC is able to track student progress to ensure continuous improvement.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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

2022-23 Title I School Status	Yes
2022-23 Minority Rate	96%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	2	0	4	153	132	136	427	
One or more suspensions	0	0	0	0	0	2	160	106	114	382	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	31	19	81	131	
Course failure in Math	0	0	0	0	0	0	45	18	42	105	
Level 1 on statewide ELA assessment	0	0	0	0	1	0	209	162	161	533	
Level 1 on statewide Math assessment	0	0	0	0	1	3	155	148	146	453	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	68	119	187	
	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	1	0	219	185	216	621	

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	1	0	20	21
Students retained two or more times	0	0	0	0	0	0	8	2	13	23

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	2	1	6	88	81	92	270	
One or more suspensions	0	0	0	0	2	1	127	113	100	343	
Course failure in ELA	0	0	0	0	0	0	29	30	77	136	
Course failure in Math	0	0	0	0	0	0	27	62	104	193	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	121	140	167	428	
Level 1 on statewide Math assessment	0	0	0	1	0	0	152	149	202	504	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	68	77	59	204	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	1	179	181	217	578	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	3	15	18
Students retained two or more times	0	0	0	0	0	0	2	5	4	11

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	2	1	6	88	81	92	270	
One or more suspensions	0	0	0	0	2	1	127	113	100	343	
Course failure in ELA	0	0	0	0	0	0	29	30	77	136	
Course failure in Math	0	0	0	0	0	0	27	62	104	193	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	121	140	167	428	
Level 1 on statewide Math assessment	0	0	0	1	0	0	152	149	202	504	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	68	77	59	204	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	1	179	181	217	578	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	3	15	18
Students retained two or more times	0	0	0	0	0	0	2	5	4	11

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	37	53	49	39	54	50	41		
ELA Learning Gains				48			37		
ELA Lowest 25th Percentile				41			29		
Math Achievement*	35	56	56	32	41	36	26		
Math Learning Gains				54			13		
Math Lowest 25th Percentile				56			18		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	39	50	49	37	52	53	17		
Social Studies Achievement*	43	67	68	50	63	58	36		
Middle School Acceleration	72	70	73	52	51	49	36		
Graduation Rate					49	49			
College and Career Acceleration					70	70			
ELP Progress	23	42	40	45	74	76	17		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	349
Total Components for the Federal Index	7
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	454
Total Components for the Federal Index	10
Percent Tested	97
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	18	Yes	4	4
ELL	22	Yes	1	1
AMI				
ASN				
BLK	36	Yes	1	
HSP	56			
MUL	63			
PAC				
WHT	81			
FRL	36	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	3	3
ELL	44			
AMI				
ASN				
BLK	43			
HSP	59			
MUL	60			
PAC				
WHT	70			
FRL	43			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	37			35			39	43	72			23
SWD	17			16			23	17			4	
ELL	16			29			17	27			5	23
AMI												
ASN												
BLK	32			29			31	41	67		6	16
HSP	51			61			68	45	79		6	33
MUL	65			57			67				3	
PAC												
WHT	81			75			79		88		4	
FRL	31			28			32	36	66		6	22

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	39	48	41	32	54	56	37	50	52			45
SWD	17	36	40	15	43	44	25	18	40			
ELL	29	56	61	24	56	66	22	38				45
AMI												
ASN												
BLK	34	45	39	26	53	56	33	44	43			54
HSP	57	60	50	49	57	63	56	69	67			
MUL	63	57		63	56							
PAC												
WHT	73	60		69	74		64	77	71			
FRL	34	46	39	29	53	57	32	46	55			43

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	41	37	29	26	13	18	17	36	36			17
SWD	21	30	28	21	14	10		24	46			
ELL	33	36	27	22	18	22		28	33			17

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	35	35	29	21	12	19	17	30	32			18
HSP	59	40	36	43	26	19		57	44			18
MUL	59	41		45	6							
PAC												
WHT	80	58		59	18			92	70			
FRL	35	34	26	21	11	18	17	28	27			20

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	83%	56%	27%	54%	29%
07	2023 - Spring	35%	49%	-14%	47%	-12%
08	2023 - Spring	33%	49%	-16%	47%	-14%
04	2023 - Spring	*	61%	*	58%	*
06	2023 - Spring	29%	50%	-21%	47%	-18%
03	2023 - Spring	100%	53%	47%	50%	50%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	36%	54%	-18%	54%	-18%
07	2023 - Spring	30%	51%	-21%	48%	-18%
03	2023 - Spring	*	62%	*	59%	*
04	2023 - Spring	*	65%	*	61%	*
08	2023 - Spring	19%	46%	-27%	55%	-36%
05	2023 - Spring	82%	58%	24%	55%	27%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	84%	48%	36%	50%	34%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	95%	46%	49%	48%	47%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	75%	63%	12%	63%	12%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	43%	64%	-21%	66%	-23%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Based on the 2021- 2022 Math Florida Standards Assessment Data (FSA) data, 68% of the students fail to demonstrate proficiency in mathematics. The contributing factors that impacted the students math proficiency are as follows: (1) A Novice Math Coach, (2) Delivery of Instruction and (3) Student engagement.

(1) Novice Math Coach - The Math Coach began his role in 2019 as the school transitioned into online - distance learning. Upon return to face-to-face instruction, he struggled with providing support to the teachers within the math department. Being new to the role, the math coach struggled with analyzing data and establishing action steps to meet the students' and teachers' needs.

(2) Delivery of Instruction is a factor that impacted the math data. The utilization of research based instructional strategies were inconsistently utilized resulting in a lot of teacher talk and limited to student discourse. In addition, the teachers inconsistently utilized the Gradual Release Model to fidelity

(3) Student engagement - Providing students with grade level appropriate activities had a major impact on students demonstrating proficiency in all content areas.

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

Based on the 2021-2022 FSA data, the reading proficiency data declined 2% while all other tested categories increased an average of 10% percentage points or higher. The factors that contributed to the decline in reading proficiency was the utilization of data in a timely manner, inconsistent instructional support and the misconception between the instructional focus of the ELA teacher in comparison to the Reading teacher.

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

When compared to the state's average, Parkway's reading proficiency demonstrated the greatest gap. The factors that contributed to this gap: implementation of a new ELA/Reading program and Professional Learning Communities not aligned with standards/new curriculum.

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

Based on the 2022-2023 FSA data, the percent of students demonstrating a learning gain in mathematics increased from 13% to 54% with an overall difference of 41 percent from the previous year. The math department implemented a daily "Math Club" that provided students with daily multiple strand interactive review. In addition, students were exposed to grade level appropriate activities and we implemented a monthly math scrimmage that allowed us to progress monitor students progress on all math standards.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Based on multiple sources of data as well as the FSA 2022, our students failed to demonstrate academic proficiency in the area of ELA, MATH, and Science. The staff is aware of the importance of using data to drive instruction. The staff struggles with analyzing data and developing and executing a reteach plan. The staff is struggling with consistently providing students with grade appropriate assignments that allow students to struggle productively and increase student achievement

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

- 1- High Expectations for ALL scholars.
- 2- Utilizing data to drive instruction.
- 3- Utilizing evidence based Instructional delivery strategies (Gradual Release; Small Group Instruction, and Integration of Technology).
- 4- Utilization of Grade Level Appropriate materials to increase student engagement.
- 5- Student ownership of their learning- tracking data and monitoring their own data.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the 2022-2023 school year, 136 of the 8th grade students were absent 10% or more school days, 132 of the 7th grade students were absent 10% or more school days, and 153 of the 6th grade students were absent 10% or more school days. Ensuring students are in attendance each day is critical to academic success. Thus, providing a positive school culture for students through incentives for student attendance and providing the necessary support for students through school guidance department/social worker services. Bridging this gap will increase student attendance while supporting their mental health and life skills and wellness needs.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 2023-2024 school year, the total amount of students with 10% or more absents will decrease by at least 50%, resulting in less than 214 students accumulating 10% or more days of absences.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Bi-weekly data reviews with school social workers and community liaison to monitor attendance trends and resource distribution to support student attendance rates.

Person responsible for monitoring outcome:

Chedline Alincy (chedline.alincy@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence based intervention being implemented for this area of focus includes assigning students who are chronically absent with a mentor through school-based mentorship program, recognizing good and improved student attendance, continuous data monitoring (RTI/CPST), and having school social workers reach out to engage families to provide support with removing barriers that are causing student absences.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The above strategies allow for support with removing various barriers that cause students to be chronically absent.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Bi-Monthly meeting with School Social Workers

Person Responsible: Chedline Alincy (chedline.alincy@browardschools.com)

By When: Ongoing

Daily Attendance /STudent support services tracker - The clerical team will utilize a daily attendance log to input studentst that arrive to school after 7:45am. The tracker will be used during the Admin SSW meetings to establish goals and benchmarks for improving attendance.

Person Responsible: Chedline Alincy (chedline.alincy@browardschools.com)

By When: September 26, 2023

Attendance Recognition - Quarterly attendance recognition will be given to the students that are in school and demonstrate good attendance habits.

Person Responsible: Chedline Alincy (chedline.alincy@browardschools.com)

By When: October 24, 2023

#2. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the 2022 FSA data, the ESSER subgroup Students with Disabilities did not meet the Federal Percent of Points Index of 45%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May 2024, 50% of the Students with Disabilities will demonstrate proficiency and growth based on the Florida Assessment of Strategic Thinking (FAST) Progress monitoring #3. SWD will increase their Federal Index from 31% to 45%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

A review of the following areas will be reviewed continuously to ensure that the SWD are tracking towards success:

SWD Quarterly/ Every four weeks grades/attendance/ CFA data

SWD Learning walk look for will include an indicator for SWD.

A review of Support Facilitator case load.

Monitoring services via EdPlan.

Person responsible for monitoring outcome:

Chedline Alincy (chedline.alincy@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Learning Strategies course will be provided to SWD. The purpose of this course is to enable students with disabilities to acquire and generalize strategies and skills across academic and community settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

The evidence based interventions that will be utilized by the Support Facilitator within the Learning strategies class are Student Relationships and Direct instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Based on the research of John Hattie's effect size as it relates to evidences based interventions, the effect size for Student Relationships is .72 and effect size for Direct instruction is 0.59. Therefore, positive student teacher relationships will help support the learning through direct instruction at Parkway Middle School.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Learning Strategies course schedule for all SWD.

Person Responsible: Chedline Alincy (chedline.alincy@browardschools.com)

By When: August 25, 2023

Support Facilitator Case Load schedule - The Support Facilitators will provide a schedule of services being provided to their assigned scholars based on their needs.

Person Responsible: Chedline Alincy (chedline.alincy@browardschools.com)

By When: August 31, 2023

Learning Walk Look For to include an indicator for SWD. This will allow the ILT to collect informal data on the level of engagement, evidence of accommodations that are being utilize within the classroom.

Person Responsible: Angeline Flowers (angeline.flowers@browardschools.com)

By When: August 21, 2023

Every four weeks/Quarterly review of SWD attendance, grades, CFA data.

Person Responsible: Chedline Alincy (chedline.alincy@browardschools.com)

By When: Commencing September 28, 2023 and throughout the year as indicated below: Oct. 25-31, 2023 Nov. 29-30, 2023* Dec. 18-22, 2023 Jan. 24-31, 2024 Mar. 13-19, 2024 Apr. 11-16, 2024 May 28-31, 2024

Learning Strategies Orientation / Direct Instruction training for Support Facilitators

Person Responsible: Angeline Flowers (angeline.flowers@browardschools.com)

By When: September 7, 2023

#3. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the 2023 FSA ELA data, 34% of the students in Grades 3-8 demonstrated proficiency reading.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May 2024, 45% of the students in Grades 3-8 will demonstrate proficiency in reading on the Florida Assessment of Strategic Thinking (FAST) Progress monitoring #3.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

A review of the following areas will be reviewed continuously to ensure that tracking up towards the ELA goal:

Ongoing Learning walks will be conducted to provide feedback to the Literacy Coach on areas of support for the teachers.

Departmental Data Chats will be conducted to determine scholars needs.

DDI Tracking sheet will be utilized to display formative and summative data

Instructional Pacing will be monitored to ensure that teachers are on track with instruction as determined by the IFC.

Person responsible for monitoring outcome:

Erica King (erica.king@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Gradual Release Model- This traditional approach to teaching is centered around the idea that a teacher will model a skill or strategy for a few minutes, briefly allow students to practice with some support, and then release the students to begin practicing on their own.

Focused Instruction ("I do it"); Guided Instruction ("We do it"); Collaborative Learning ("You do it together"); and Independent Learning ("You do it alone").

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Based on the research of John Hattie's effect size as it relates to evidences based interventions, the effect size for Student Relationships is .72 and effect size for Direct instruction is 0.59.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Learning Walks will be conducted to collect data on instructional practice and student engagement

Person Responsible: Kevin Peters (kevin.peters@browardschools.com)

By When: Ongoing

Science of Reading Training

Person Responsible: Erica King (erica.king@browardschools.com)

By When: September 12, 2023

HMH/Systems 44 /Reading 180

Person Responsible: Erica King (erica.king@browardschools.com)

By When: September 26, 2023

Data Driven Instruction

Person Responsible: Angeline Flowers (angeline.flowers@browardschools.com)

By When: October 12, 2023

Gradual Release Model

Person Responsible: Erica King (erica.king@browardschools.com)

By When: October 24, 2023

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The available funds will be identified and reviewed during each of the monthly SAC meeting. As determined by the SAC the funds will be utilized to support the school with the two Areas of Focus: Positive School Culture and ESSER subgroup SWD. Once the funds have been utilized, at each monthly SAC meeting the impact of the program will be reviewed to determine the return on investment.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

At the beginning of the year, a hard copy of the School Improvement Plan will be provided to all SAC members at the beginning of the year. In addition, the SIP plan will be available via the school's website, school newsletter, and in the front office for parents to access throughout the year.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school will build positive relationships with the parents, scholars, and community friends through accessibility and high visibility. In addition, responding to parent concerns/questions within 24-48 hours and following up to ensure that the issue has been resolved. Lastly, planning High-impact family engagement activities that will allow families the opportunity to utilize resources and support their child at home.

FACE Engagement Activities will include but are not limited to : Annual Title I Parent Meeting; Parent University; Progress Monitoring Tips for Parents; Utilizing online platforms to stay informed; ESOL Parent Night; Cooking up Family Success; Acceleration & VIP parent nights. The attendance expectation will be shared as a gentle reminder for the students to be on time and in school.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The plan to strengthen the academic programs within Parkway are as follows:

- (1) Implementation of a 90 minute uninterrupted instructional block- Laser focused on Bell-to-Bell instruction.
- (2) Implementation of Teach Like a Champion (TLAC) techniques: Threshold (meet students at the door, setting expectations); Do Now (warm-up activity), Strong Start (establish an efficient routine for students to enter the classroom and begin class), & SLANT (Teach students key behaviors for learning: sitting up in class, listen, ask and answer questions, nod your head, track the speaker).
- (3) Utilization of Data-Driven Framework: Assessment, Analysis, Action, & Culture.
- (4) Utilization of Instructional Focus Calendars/Pacing guides to ensure that standards based instruction is being provided timely.
- (5) Providing acceleration through the offering of High School courses/credit such as Biology, Algebra 1, Geometry, Spanish II.
- (6) Establish Instructional Leadership Team inclusive of: Instructional Coaches (Literacy & Math); Department Chairs; Team Leads, ESE Specialist, Guidance Director to support teaching and learning.
- (7) Ongoing professional development in evidence-based instructional strategies, standards, utilization of new instructional series, and integration of technology
- (8) Professional Learning Communities that are led by teachers to facilitate a deeper understanding of their specialized areas.
- (9) Ongoing learning walks conducted by Admin/ILT team with immediate feedback and/or support.
- (10) Utilization of the ESSER resource teacher to provide push-in and pull out support to identified students.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The plan utilizes the ESSA funds to assist with providing students with reading support.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school has identified the following individuals as the Life Skills and Wellness Team: certified Guidance Director, Guidance Counselors, School Social Workers, Community Liaison, and Behavior Specialist. The LSW Team will work collaboratively to address the mental health needs of our scholars.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

The Guidance Team will utilize the district to employ the Xello platform that will outline college and career pathways.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The Collaborative Problem-Solving (CPS) Team provides multi-disciplinary services to the teachers and students in order to help ensure greater success on the part of the scholar. The CPS/RTI/MTSS team meets on a regularly scheduled basis (EVERY WEDNESDAY) to address identified concerns and suggest possible interventions.

The CPS/RTI/MTSS team may include principal, assistant principal, school psychologist, social worker, guidance counselor, behavior tech, exception student education specialist, the classroom teacher, and district support personnel. Other school personnel join the team as the need arises.

CPS/RTI referrals are made through BASIS or by any staff member, a parent, or anyone who has observed a need. Rationale for submitting a CPS/RTI student referral may include but are not limited to:

- ? Academic concerns
- ? Attendance concerns
- ? Behavioral concerns
- ? Emotional concerns
- ? Health concerns
- ? Need for social services
- ? Endanger of being retained
- ? Inability to reach a parent/guardian
- ? Improper placement of student

Parkway's CPS/RTI/MTSS Procedures:

- ? CPS/RTI/MTSS meetings will be held on Wednesdays.
- ? The meetings will be scheduled during each TEAMS planning time. The expectation is that all teachers within the TEAM will attend the meeting. TEAM leads will be responsible for ensuring that the necessary action steps/interventions are implemented across the team and that all interventions are documented in BASIS.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Paul Bambrick - Santoyo Driven by Data will be the guide used to employ the DDI framework at Parkway. Data-driven instruction has four important building blocks: Assessment, Analysis, Action, and Culture.

Shifting from “Did we teach it?” to “Did they learn it?”

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

NA