

School District of Osceola County, FL

Parkway Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Parkway Middle School

857 FLORIDA PKWY, Kissimmee, FL 34743

www.osceolaschools.net

School Board Approval

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

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.

Parkway Middle School promotes a supportive community that challenges students to embrace cultural inclusivity and become life-long learners in a global society.

Provide the school's vision statement.

Parkway is a collaborative community that uses data to drive a rigorous, standards-based curriculum in order to excel in student achievement.

School Leadership Team, 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 |
|----------------|---------------------|--|
| Cruz, Misty | Principal | Oversees the operations of the school, provide instructional leadership to staff, and ensure the mission and vision of the school is accomplished. Provides instructional leadership and support to the Math, World Languages, and Science Departments, develops, submits and implements the school budget and funds, builds and strengthens community relationships, provides regular updates and communication regarding school performance to all stakeholders, works collaboratively with the School Advisory Council, plans and executes weekly administrative leadership meetings. She also facilitates regular Stocktake meetings throughout the school year and develops and monitors the School Improvement Plan. |
| Reid, Stephen | Assistant Principal | Oversees the operations of the school, provide instructional leadership to staff, and ensure the mission and vision of the school is accomplished. Provides instructional leadership and support to ELA, Arts and Design and PE/Health. |
| Vera, Yonney | Assistant Principal | Oversees the operations of the school, provide instructional leadership to staff, and ensure the mission and vision of the school is accomplished. Provides instructional leadership and support to Individuals and Societies, ESE and Design. Oversees school discipline, PBIS, MTSS Behavior, PLCs, and Professional Development. |
| Hare, Erika | Dean | Provides behavioral support and campus supervision. Participates in the collection of behavior data and manage interventions. |
| Lewis, Darren | Dean | Provides behavioral support and campus supervision. Participates in the collection of behavior data and manage interventions. |
| DaSilva, Najud | Other | Provides coaching support for teachers in all MYP IB coordination. Provides MTSS support in all areas. Serves as the PLC coordinator along with the administrative team. |
| Porras, Janet | Reading Coach | Provides coaching support for teachers with instructional practices in literacy. Assists with MTSS for Reading. Serves as the Professional Development lead for the school along with administration. |

| Name | Position Title | Job Duties and Responsibilities |
|-------------------------|---------------------|---|
| Sierra Rosado, Glamarys | Instructional Coach | MTSS Coach. Manage the NWEA and F.A.S.T progress monitoring assessments. Analyze quarterly data and prepare intervention groups for students moving through different tiers of support. |
| Bowers, David | Other | Provides support for ESE students throughout campus. Serves as the resource compliance personnel for ESE students and staff members. |
| Alcovar, Jaymie | School Counselor | Provides social and emotional support for our students. Assists with MTSS behavior. Contributes to the Threat Assessment Team. |
| Ferrell, Jonathan | School Counselor | Provides social and emotional support for our students. Assists with MTSS behavior. Contributes to the Threat Assessment Team. |

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.

Our school strives to involve all stakeholders in the planning, review, and improvement of our SIP. All stakeholders are invited to attend meetings regarding the development of the required plan through flyers, school marquee, and Remind application. All stakeholders are asked for their input on activities and trainings provided by the school. The school uses notes from group discussions to guide in writing the SIP. All stakeholders will be invited to events to learn about curriculum and support to help their students achieve academic excellence. Quarterly, we will have parent nights to support student and parent growth starting on September 14th, 2023. Parents can also request conferences through our guidance department to meet with teachers regarding individual concerns. School Advisory Committee will hold a monthly meeting on Tuesdays starting on August 29th, 2023.

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))

The School Improvement Plan will be monitored by all members of the leadership team at least once monthly, starting in September of 2023. In addition to the monthly meeting to review the overall validity of the plan, each staff member will be assigned a task via the PLC process and will be asked to report its progress towards the overall goal. Since the School Improvement Plan is a living document, the school leadership team will review the validity of the action steps once monthly and will make appropriate adjustments as needed.

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 | 92% |
| 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: B |
| 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 | 0 | 0 | 0 | 39 | 55 | 59 | 153 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 32 | 26 | 86 | |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 11 | 6 | 18 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 5 | 3 | 10 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 47 | 84 | 103 | 234 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 72 | 113 | 106 | 291 | |
| 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 | 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 | 0 | 0 | 33 | 56 | 49 | 138 |

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 | 16 | 3 | 20 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 4 | 4 | 9 |

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 | 0 | 0 | 0 | 42 | 57 | 59 | 158 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 76 | 82 | 93 | 251 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 16 | 35 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 3 | 8 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 61 | 70 | 105 | 236 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 81 | 104 | 123 | 308 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 61 | 70 | 105 | 236 | |

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 | 0 | 39 | 49 | 56 | 144 |

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 | 5 | 14 | 19 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 6 | 9 |

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 | 0 | 0 | 0 | 42 | 57 | 59 | 158 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 76 | 82 | 93 | 251 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 16 | 35 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 3 | 8 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 61 | 70 | 105 | 236 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 81 | 104 | 123 | 308 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 61 | 70 | 105 | 236 | |

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 | 0 | 39 | 49 | 56 | 144 |

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 | 5 | 14 | 19 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 6 | 9 |

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* | 32 | 41 | 49 | 35 | 44 | 50 | 39 | | |
| ELA Learning Gains | | | | 37 | | | 43 | | |
| ELA Lowest 25th Percentile | | | | 29 | | | 39 | | |
| Math Achievement* | 27 | 46 | 56 | 28 | 35 | 36 | 28 | | |
| Math Learning Gains | | | | 44 | | | 26 | | |
| Math Lowest 25th Percentile | | | | 53 | | | 28 | | |
| Science Achievement* | 29 | 47 | 49 | 34 | 44 | 53 | 42 | | |
| Social Studies Achievement* | 48 | 64 | 68 | 53 | 54 | 58 | 61 | | |
| Middle School Acceleration | 71 | 79 | 73 | 76 | 51 | 49 | 64 | | |
| Graduation Rate | | | | | 49 | 49 | | | |
| College and Career Acceleration | | | | | 69 | 70 | | | |
| ELP Progress | 49 | 41 | 40 | 44 | 81 | 76 | 40 | | |

* 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 | 43 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 4 |
| Total Points Earned for the Federal Index | 256 |
| Total Components for the Federal Index | 6 |
| Percent Tested | 98 |
| Graduation Rate | |

| 2021-22 ESSA Federal Index | |
|--------------------------------------|------|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL Federal Index – All Students | 43 |

2021-22 ESSA Federal Index

| | |
|--|-----|
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 2 |
| Total Points Earned for the Federal Index | 433 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 98 |
| 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 | 15 | Yes | 4 | 3 |
| ELL | 37 | Yes | 4 | |
| AMI | | | | |
| ASN | | | | |
| BLK | 37 | Yes | 1 | |
| HSP | 42 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | 55 | | | |
| FRL | 39 | 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 | 21 | Yes | 3 | 2 |
| ELL | 38 | Yes | 3 | |
| AMI | | | | |
| ASN | | | | |
| BLK | 42 | | | |
| HSP | 42 | | | |

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% |
|----------------------|--|---------------------------|--|--|
| MUL | 57 | | | |
| PAC | | | | |
| WHT | 51 | | | |
| FRL | 42 | | | |

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 | 32 | | | 27 | | | 29 | 48 | 71 | | | 49 |
| SWD | 9 | | | 9 | | | 14 | 29 | | | 4 | |
| ELL | 23 | | | 23 | | | 17 | 36 | 71 | | 6 | 49 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 31 | | | 26 | | | 21 | 70 | 39 | | 5 | |
| HSP | 31 | | | 26 | | | 26 | 45 | 74 | | 6 | 48 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 44 | | | 33 | | | 44 | 53 | 100 | | 5 | |
| FRL | 28 | | | 25 | | | 21 | 46 | 65 | | 6 | 49 |

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 | 35 | 37 | 29 | 28 | 44 | 53 | 34 | 53 | 76 | | | 44 |
| SWD | 12 | 27 | 21 | 12 | 34 | 33 | 16 | 29 | | | | 7 |
| ELL | 24 | 31 | 30 | 21 | 45 | 53 | 21 | 42 | 68 | | | 44 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |

| 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 |
| BLK | 34 | 29 | 20 | 31 | 44 | 62 | 23 | 66 | 71 | | | |
| HSP | 33 | 37 | 30 | 26 | 44 | 53 | 33 | 48 | 76 | | | 41 |
| MUL | 71 | 69 | | 43 | 43 | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 46 | 44 | 25 | 35 | 49 | 50 | 57 | 75 | 78 | | | |
| FRL | 31 | 38 | 35 | 25 | 43 | 57 | 31 | 51 | 71 | | | 42 |

| 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 | 39 | 43 | 39 | 28 | 26 | 28 | 42 | 61 | 64 | | | 40 |
| SWD | 11 | 34 | 39 | 17 | 25 | 21 | 13 | 48 | | | | 24 |
| ELL | 21 | 36 | 42 | 14 | 21 | 27 | 16 | 32 | 52 | | | 40 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 45 | 52 | 40 | 30 | 35 | 37 | 41 | 67 | 72 | | | |
| HSP | 36 | 41 | 38 | 26 | 25 | 28 | 41 | 60 | 63 | | | 35 |
| MUL | 53 | 50 | | 36 | 25 | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 51 | 51 | 43 | 38 | 28 | 15 | 54 | 65 | 68 | | | |
| FRL | 33 | 40 | 38 | 21 | 23 | 30 | 34 | 54 | 55 | | | 40 |

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 |
| 07 | 2023 - Spring | 29% | 39% | -10% | 47% | -18% |
| 08 | 2023 - Spring | 28% | 40% | -12% | 47% | -19% |

| ELA | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2023 - Spring | 28% | 39% | -11% | 47% | -19% |

| MATH | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2023 - Spring | 10% | 40% | -30% | 54% | -44% |
| 07 | 2023 - Spring | 21% | 39% | -18% | 48% | -27% |
| 08 | 2023 - Spring | 24% | 48% | -24% | 55% | -31% |

| SCIENCE | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2023 - Spring | 16% | 35% | -19% | 44% | -28% |

| ALGEBRA | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 75% | 40% | 35% | 50% | 25% |

| GEOMETRY | | | | | | |
|----------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 91% | 36% | 55% | 48% | 43% |

| BIOLOGY | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 79% | 65% | 14% | 63% | 16% |

| CIVICS | | | | | | |
|--------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 45% | 63% | -18% | 66% | -21% |

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.

Science scores for the 2022-2023 school year showed the lowest performance overall of 29% achievement. Contributing factors were: Providing adequate training via professional development courses and following the PLC process for high functioning schools.

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

Both the areas of Science and Social Studies showed a 5 point decrease when compared to the previous year. Science was 34% in the 2021-2022 school year and it decreased to 29% in the 2022-2023 school year. Social Studies was at 53% in the 2021-2022 school year and it decreased to 48% in the 2022-2023 school year. A lack of highly qualified teachers throughout the school year was a major contributing factor that led to the decline.

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

Math was the component which showed the greatest gap when compared to the state average. The state average for math achievement was 52% and the school average math achievement was 30%, which was a 22 point gap. A lack of highly qualified teachers throughout the school year was a major contributing factor that led to the decline.

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

The area which showed the most improvement was math which went from 28% in 2021-2022 to 30% in 2022-2023. A focus on monitoring for student learning was crucial in the increasing the level of understanding for every individual student.

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

Two areas of concerns in the Early Warning Systems section are students scoring a Level 1 on both Math and ELA in the state assessment. Roughly a third of the school population scored 1 on both Math and ELA, which means there is a need for intentional and intensive interventions for those areas in the 2023-2024 academic year.

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

- #1 Positive culture and environment: Specifically relating to Teacher Retention and Recruitment.
- #2 ESSA Subgroup: Specifically relating to English Language Learners.
- #3 ESSA Subgroup: Specifically relating to Students with Disabilities.

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 Teacher Retention and Recruitment**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.

A total of 16 instructional staff members were hired for the 2023-2024 school year leaving a total of three unfilled vacancies. A total number of instructional staff equals 58 members. To ensure that the positive culture of our school grows and to retain staff we need to identify clear action steps and goals to increase retention.

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, our goal is to retain 90% of all instructional staff.

Monitoring:

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

Insight survey results will be used to measure staff culture and success of action steps for teacher retention (Qualitative Data). Stay interviews will be conducted by administration. Mid-Year check in February using teacher intent to return form. The Marzano Observation Model will be used as part of the coaching cycle to measure the overall quality of instruction in the classroom and identify instructional needs within each department. School-wide walkthroughs will be completed at least once a quarter. Walkthrough trackers (e.g., Nest Tool) will be used to appropriately monitor teacher progress towards an agreed upon goal via the coaching cycle. School panorama data will be reviewed twice a year, in October and April to measure overall student's response to a positive school climate. Schoolwide discipline data will be reviewed once monthly and shared with all staff to measure overall discipline trends that need to be addressed in the classrooms.

Person responsible for monitoring outcome:

Yonney Vera (yonney.vera@osceolaschools.net)

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.)

New Teacher Mentor Program will be utilized in supporting new teachers with a focus on meeting certification requirements and classroom management. Instructional coaches and administrators will support new teachers, focusing on content, instructional strategies, by using the coaching cycle. PLCs will encourage collaboration with experienced teachers as well as peer observations.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Retaining teachers and staff are crucial for student academic success. Students need consistency and a sense of belonging in school, which is developed by a meaningful student teacher relationship. Teachers also need to feel a sense of belonging and appreciation so they will want to stay. The instructional coaching cycle and professional development opportunities will follow the IB framework and will use AVID WICOR strategies to enrich the learning environment for all. As an IB-Middle Years Program (MYP) school, the curriculum is taught at high levels integrating approaches to learning that afford opportunities for all students to develop their IB learning attributes. To enrich the learning experience for students, teachers will implement WICOR (AVID) strategies. Teachers observing other teachers, who's properly used effective high yield strategies will be a major focus on developing the skills needed to achieve the desired outcome.

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.

School-wide insight survey results will be used to identify areas of improvement within the school, twice a year. October and January.

Person Responsible: Stephen Reid (stephen.reid@osceolaschools.net)

By When: October 31st, 2023, and January 31st, 2024.

Stay interviews will be conducted by February with all instructional staff.

Person Responsible: Yonney Vera (yonney.vera@osceolaschools.net)

By When: February 28th, 2024.

Teacher intent to return forms will be issued to all instructional staff members by February 28th, 2024.

Person Responsible: Yonney Vera (yonney.vera@osceolaschools.net)

By When: February 28th, 2024.

By the end of the first quarter, all instructional staff members will be observed at least twice using the Marzano Observation Tool and will participate in at least once professional development based on their individual needs.

Person Responsible: Stephen Reid (stephen.reid@osceolaschools.net)

By When: October 15th, 2023.

The school's PLC lead will develop, implement, and evaluate the process of PLTs in accordance with the Learning by Doing PLC Model.

Person Responsible: Najud DaSilva (najud.dasilva@osceolaschools.net)

By When: Starting in September 2023- Final Check conducted in May of 2024.

School panorama data will be reviewed twice a year, in October and April to measure overall student's response to a positive school climate.

Person Responsible: Jonathan Ferrell (jonathan.ferrell@osceolaschools.net)

By When: October 31st, 2023, and April 30th, 2024.

Schoolwide discipline data will be reviewed once monthly and shared with all staff to measure overall discipline trends that need to be addressed in the classrooms. Particularly, as it relates to Students with Disabilities and English Language Learners. The data will be distributed to all staff on the last day of each calendar month, starting on August 31st, 2023.

Person Responsible: Erika Hare (erika.hare@osceolaschools.net)

By When: August 31st, 2023.

Schoolwide PBIS program will be in effect starting August 10th, 2023. The focus will be to decrease office discipline referrals, days of OSS, and days of ISS.

Person Responsible: Darren Lewis (darren.lewis@osceolaschools.net)

By When: August 10th, 2023.

#2. ESSA Subgroup specifically relating to English Language Learners**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.

In the areas of ELA, Math, and Science achievement, our English Language Learners scored lower than the school average. In ELA the school achievement score was 31% overall, while our English Language Learners subgroup scored a 21%. In Math the school achievement score was 30% overall, while our English Language Learners subgroup scored a 25%. In Science the school achievement score was 29% overall, while our English Language Learners subgroup scored an 18%.

Measurable Outcome:

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

With an intentional and intensive intervention plan in place our English Language Learners will increase their overall achievement scores to 41%.

Monitoring:

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

District summative assessments will be used to monitor overall Science achievement via NWEA, once every semester. F.A.S.T and Star test data will be utilized to monitor the overall achievement of English Language Learners in the areas of Math and ELA. Using PM1, PM2, PM3 and Star we will measure the overall success of student achievement and we will utilize PM1, PM2 and Star testing to properly place students in their respective intervention groups. In addition to Star testing, the Oral Reading Fluency check will be used to assess our English Language Learners.

Person responsible for monitoring outcome:

Stephen Reid (stephen.reid@osceolaschools.net)

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.)

HD Word will be utilized in Intensive Reading course to improve student's reading foundational skills. In the area of Math, all students will interact with the ALEKS program at least once weekly to improve math skills and comprehension. Tier 2 and Tier 3 students will be placed in appropriate intervention groups to reinforce and reteach strategies learned in their respective ELA, Math, and Science classes. On a monthly basis all instructional staff will participate on professional development focused on the following topics: Inquiry Based Learning, Differentiation, WICOR, ATL Skills, Lesson Planning, Scaffolding, and Win-Win Discipline. In addition to tiered interventions, our school's compliance specialist and our paraprofessionals will provide additional support in all tested areas.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Our English Language Learners are succeeded at a lower level when compared to the overall achievement of the school. Intentional and targeted interventions are a critical part of providing students with the tools they need to succeed. Since each English Language Learner has varying degrees of language comprehension, we have to be mindful of tailoring proven, research-based interventions to address their individual needs.

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.

HD Word will be utilized in intensive reading classes to improve student's reading comprehension. All students enrolled in an intensive reading course will take the HD Word placement exam by September 15th, 2023, and will be placed in their appropriate comprehension group during small group instruction. Teachers implementing the HD Word program, will be fully trained and will observe model classes in order to properly administer the program by September 15th.

Person Responsible: Janet Porras (janet.porras@osceolaschools.net)

By When: September 15th, 2023.

Tier 2 and Tier 3 students will be placed in appropriate intervention groups to reinforce and reteach strategies learned in their respective ELA, Math, and Science classes. Starting August 29th, 2023 all students will be placed in their appropriate intervention groups and will be monitored throughout the year using Star testing, F.A.S.T PM1, PM2, PM3, NWEA, and district summative assessments.

Person Responsible: Glamarys Sierra Rosado (glamarys.sierrarosado@osceolaschools.net)

By When: August 29th, 2023.

A Professional Development Course Calendar will be completed by September 15th 2023, which will include a comprehensive plan on specific high yield strategies to support classroom instruction. Once a month the 45-minute course will be implemented school-wide to include: Inquiry Based Learning, Differentiation, WICOR, ATL Skills, Lesson Planning, Scaffolding, and Win-Win Discipline.

Person Responsible: Janet Porras (janet.porras@osceolaschools.net)

By When: September 15th, 2023.

For the area of Math, Aleks will be used at least once weekly in every Math class on campus to improve math achievement.

Person Responsible: [no one identified]

By When: Once weekly, starting August 28th, 2023.

#3. 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.

In the areas of ELA, Math, and Science achievement, our Students with Disabilities scored lower than the school average. In ELA the school achievement score was 31% overall, while our Students with Disabilities subgroup scored an 8%. In Math the school achievement score was 30% overall, while our Students with Disabilities subgroup scored a 9%. In Science the school achievement score was 29% overall, while our Students with Disabilities subgroup scored a 13%.

Measurable Outcome:

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

With an intentional and intensive intervention plan in place our Students with Disabilities will increase their achievement scores to at least 41% in the areas of ELA, Math, and Science.

Monitoring:

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

District summative assessments will be used to monitor overall Science achievement via NWEA, once every semester. STAR and F.A.S.T test data will be utilized to monitor the overall achievement of Students with Disabilities in the areas of Math and ELA. Using PM1, PM2, and PM3 we will measure the overall success of student achievement and we will utilize PM1 and PM2 to properly place students in their respective intervention groups.

Person responsible for monitoring outcome:

Stephen Reid (stephen.reid@osceolaschools.net)

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.)

HD Word will be utilized in intensive reading classes to improve student's reading comprehension. Tier 2 and Tier 3 students will be placed in appropriate intervention groups to reinforce and reteach strategies learned in their respective ELA, Math, and Science classes. Professional development course will be used once a month for all staff and will include the following topics: Differentiation, WICOR, ATL Skills, Lesson Planning, Scaffolding, and Win-Win Discipline. In addition to tiered interventions, we will utilize our V.E support teachers in both ELA and Math classes to assure students have adequate services provided to them as needed. For the area of Math, Aleks will be used at least once weekly in every Math class on campus to improve math achievement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Our Students with Disabilities are succeeded at a much lower level when compared to the overall achievement of the school. Intentional and targeted interventions are a critical part of providing students with the tools they need to succeed. Since each Student with Disabilities has varying exceptionalities, we have to be mindful of tailoring proven, research-based interventions to address their individual needs.

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.

HD Word will be utilized in intensive reading classes to improve student's reading comprehension. All students enrolled in an intensive reading course will take the HD Word placement exam by September 15th, 2023, and will be placed in their appropriate comprehension group during small group instruction. Teachers implementing the HD Word program, will be fully trained and will observe model classes in order to properly administer the program by September 15th.

Person Responsible: Janet Porras (janet.porras@osceolaschools.net)

By When: September 15th, 2023.

Tier 2 and Tier 3 students will be placed in appropriate intervention groups to reinforce and reteach strategies learned in their respective ELA, Math, and Science classes. Starting August 29th, 2023 all students will be placed in their appropriate intervention groups and will be monitored throughout the year using Star testing, F.A.S.T PM1, PM2, PM3, NWEA, and district summative assessments.

Person Responsible: Glamarys Sierra Rosado (glamarys.sierrarosado@osceolaschools.net)

By When: August 29th, 2023

A Professional Development Course Calendar will be completed by September 15th, 2023, which will include a comprehensive plan on specific high yield strategies to support classroom instruction. Once a month the 45-minute course will be implemented school-wide to include: Inquiry Based Learning, Differentiation, WICOR, ATL Skills, Lesson Planning, Scaffolding, and Win-Win Discipline.

Person Responsible: Janet Porras (janet.porras@osceolaschools.net)

By When: September 1st, 2023.

For the area of Math, Aleks will be used at least once weekly in every Math class on campus to improve math achievement.

Person Responsible: [no one identified]

By When: Weekly- Starting on August 28th, 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 school's literacy coach, math/science coach and IB Coordinator will:

- provide feedback on common standards-based planning.
- provide feedback to admin and other coaches concerning ELA/Reading standards
- coaching support at least once a week
- provide feedback on the IB Framework
- create PDs on specific needs based on peer observations
- participate in the coaching cycle with a targeted focus based on walkthrough trends
- embed ATL skills via the PLC process and lesson planning
- facilitate peer to peer interactions focusing on vertical and horizontal alignment
- facilitate the creation on interdisciplinary units
- as it relates to SWD and ELL students, each coach will be sharing best practices and strategies with their appropriate PLC and departments

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.

Our school strives to involve all parents in the planning, review, and improvement of Title I programs and our Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers, school marquee, and REMIND. Parents are asked for their input on activities and trainings provided by the school. The school uses the notes from the group discussion to guide writing the plan. Throughout the school year, we will offer various events and activities on a variety of weekly nights and mornings offered at different times. Our Annual Meeting will be offered on different days and two different times to accommodate different work schedules.

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))

At the beginning of the school year, Open House allows parents to visit the school and view its resources. Welcome Back Packets are provided to all students that includes a Title I booklet, District LEA Parent & Family Engagement Plan Summary and School Parent & Family Engagement Plan Summary. Every new student that is enrolled throughout the year is provided a copy of the packet upon registration. In addition, a Title I menu to access links to Title I is available through the school's website. Our school has an outdial system called School Messenger that is used to contact parents in regards to events happening at the school, as well as emergencies. Automated messages are provided in English and Spanish. Osceola County School District has a virtual backpack website that parents can visit in order to see the various community businesses that are involved with the district schools and areas.

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))

- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds are spent.
- The school will carry out the programs, activities, and procedures in accordance with the definitions in Section 80101 of Every Student Education Act (ESEA).
- The plan was jointly developed/revised with parents and made available to the local community.
- How the parents and families are involved in planning, reviewing and improving the school-wide program plan.
- The plan uses the findings of the parent and family engagement plan review to design strategies for more effective engagement, and to review, if necessary, the school's parent and family engagement plan.

- The school will provide each family with timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.
- The school will notify each family, in a timely manner, when their child has been assigned, or had been taught for four or more consecutive weeks, by a teacher who is out of the field.
- The school will provide each family with an individualized student report about the performance of their child(ren) on the State assessments.

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))

Parkway Middle School coordinates the development of the School Improvement Plan alongside several federal, state, and local services, such as: Title I, Part A for the implementation of supplemental education for disadvantaged students; Title II, Part A for the implementation of various Professional Development opportunities to support teacher growth; Title III for the implementation of Multicultural services; Title IV, Part A for the implementation of student enrichment activities; Title IX for the implementation and support of students and families in transition; and Perkins Career and Technical Education for the implementation of postsecondary opportunities and experiences.

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))

Parkway Middle School will ensure that counseling, school-based mental health services, specialized services, mentoring services, and other strategies will be utilized by implementing and assessing a plan that includes: MTSS, The Florida Model for Threat Assessment, PBIS, and high yield strategies for counseling services.

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))

Parkway Middle School will take part in multiple school counselor led field trips to local colleges and universities as well as take part in Xello lessons embedded in the social studies curriculum.

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).

Schoolwide MTSS behavior will be monitored once weekly to assess the RTIs for students who have been identified as tier 2 and 3 behavior under MTSS. For school-wide implementation of PBIS, the school will focus on growing the PBIS program and incentivizing all students as part of tier 1 behavior.

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))

As part of professional learning opportunities, all staff will be offered a professional development opportunity in August to set their classrooms up for success. Another professional development opportunity will be offered for all staff in December, which will focus on Win-Win discipline and how to identify target behaviors in all students. Scaffolding and differentiation professional development opportunities will also be offered to specifically target students that fall under ELL or SWD.

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))

N/A