Parkway Middle School

2014-15 School Improvement Plan

Parkway Middle School

857 FLORIDA PKWY, Kissimmee, FL 34743

www.osceola.k12.fl.us

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	Yes	83%

Alternative/ESE Center	Charter School	Minority
No	No	91%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	C	B

School Board Approval

This plan is pending approval by the Osceola County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Parkway Middle School facilitates a supportive and safe climate that challenges students to develop into balanced, compassionate, creative and reflective life-long learners; while fostering a culture of tolerance, rigor and diversity. Students are encouraged to be productive citizens 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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Students are assigned a homeroom teacher to review goals and monitor their progress.
The school has multiple parent nights to involve families, including open house, progress report nights (quarterly), and curriculum nights. Parkway embraces all cultures as a Middle Years Program School, celebrating traditions and differences among our students and staff.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Students are monitored the entire time they are on campus from arrival to dismissal. Staff is present in the mornings to greet students and on duty in the afternoons to see them on their way. Students may come to the back office at any time to make statements. Staff is present in the hallways during passing to ensure the safety of the students. Students are encouraged to follow the IB learner profile and our PRIDE for Positive Behavior Support. The learner profile consists of being: Principled, Caring, Balanced, Reflective, Knowledgeable, Inquirers, Thinkers, Communicators, Open-minded, and Risk Takers. PRIDE is Positive behavior, Respect and Responsibility, Integrity, Demonstrating Self Control, and Excellence.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Every student receives MTSS services through Tier 1 for behavior. Positive Behavior Support is used school-wide as a Tier 1 intervention. The MTSS leadership team, consisting of the School Administrators, Counselors, Deans, Grade Level Chairs, School Psychologist, Speech and Language Therapist, Reading Coach, Math/Science Coach, and MTSS Coordinator meet weekly to dis-aggregate data and identify students who need services in Tier 2 and Tier 3 for behavior. Teachers are encouraged to use short (5 minute) time out sessions in other classrooms to redirect minor student behavior after the student has ignored the first request. Students then enter back into class and join the rest of class. Teachers use Pirate Bucks to reinforce positive behavior in the classroom, encouraging students to be on task.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school has a guidance counselor who focuses on the social-emotional needs of students. The counselor meets with small groups of students, individuals, and families to determine the best services available for the students. She leads the mentoring program for at-risk students and also works with our families in transition (FIT) population. The school has a food pantry to supplement family needs for those listed as FIT.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Parkway Middle School uses various data points to identify students who are at risk for not graduating high school including attendance, failures, suspensions,
44 students had attendance below 90%.
242 students had one or more suspension in 2013-2014.
15 students failed a middle school Math or Language Arts course.
546 scored a level 1 on FCAT 2.0 Math or Reading
Given the overwhelming number of students scoring below grade level. Our focus is to strengthen the instruction and interventions available through Tier 1. The MTSS team will work with grade level and academic PLC's to continually monitor interventions and form new interventions as needed. Communication between these grade level and content level teams occurs through academic coaches,
grade level chairs and deans and guidance counselors, collectively monitored by the MTSS coordinator.
In addition, PLC meetings, school-wide faculty meetings, grade level meetings, instructional team meetings, department meetings, and Staff Development days will strengthen school-wide MTSS communication.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	9	15	20	44
One or more suspensions	65	93	84	242
Course failure in ELA or Math	0	9	6	15
Level 1 on statewide assessment	165	195	186	546
	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	68	88	81	237

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students who exhibit more than 2 indicators are provided a teacher mentor.
Students will be invited to before and after school tutoring.
The Positive Behavior Support program was restructured. Teachers were retrained on the use of minor infractions versus major referrals.
The attendance tracking system was updated and the use of FOCUS reporting and letters home will be utilized to improve attendance.
The 21st Century program will be used to assist students in homework.
Tutoring will be offered during the school day in Math and Language Arts to increase FCAT scores.
Students who are suspended must meet with the guidance counselor upon returning from any out of school suspensions.
Teachers are implementing reading and writing strategies across the curriculum.
Reading: Students with a Level 1 score in the FCAT Reading are receiving Tier 2 intervention in a double
block Intensive Language Arts class. Students with a Level 2 score in the FCAT Reading are receiving Tier 2 intervention in a single block Intensive Language Arts class.
Math: The team will gather data from different sources, namely FCAT scores (Lowest Quartile),Diagnostic and Screening Assessment (STAR), and grades in common assessments, to determine students who are not making adequate progress in Math and need interventions through Tier 2. These will take place in small group instruction, 3 times a week, during students' elective period. Behavior: The team will identify students with challenging behaviors and use appropriate PBS strategies to modify these behaviors, including assigning Mentors, and keeping Behavior Contracts.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
No

PIP Link
The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Parkway will hold monthly School Advisory Committee (SAC) meetings the first Thursday of every month with the exception of August. The meeting in August will be held August 20, 2014. SAC has the responsibility for developing, implementing, and evaluating the various levels plans, including SIP and PIP. The school will appoint a School and parent liaison to make connections with the community keeping them inform of school activities and ways to assist teachers in their children learning.
Parkway will hold a Parent Night per quarter to focus on academic support in class subjects. Parkway will hold a Parent/ Teacher Conference Night in the Fall. Parkway will hold a Title I Parent Information Night at the begining of the school year. The school will hold an Open House prior to the start of the school year to encourage parent involvement in the school.
Title I Schools, in collaboration with parents, teachers, staff and community stakeholders, annually prepare and submit to FLDOE a detailed Parent Involvement Plan (PIP). All parents are invited to provide input into the PIP design. The final version of the plan is presented to the School Advisory Council (SAC) for approval, prior to FLDOE upload.
Required components of the plan include the annual Title I Meeting. The District Title I office provides

a PowerPoint template with areas for the school to personalize mission, vision, curriculum and demographic information to share with parents at the annual meeting. Another area of the PIP focuses on staff training activities in effectively engaging parents to participate in the academic achievement of their children. District Title I provided training modules include the five levels of parent involvement, along with cultural sensitivity training in collaboration with Title III. The plan also outlines annual Building Capacity events the school plans to involve parents in their child's academic progress along with community outreach integration.

All parents are also invited to participate in the preparation of the school Compact. The Compact document consists of three sections targeting: student, parent and teacher. It is a pledge to uphold the school's vision, mission and specific educational accountability. It is discussed and signed by every elementary student, parent and teacher. The Compact is sent home for parent review at the middle and high school levels.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Parkway has an OASIS/ Business Partner Liasion who works with the community to bring resources and volunteers into the school. In 2013-2014 Parkway was a 5 Star School, earning enough volunteer hours to qualify for the Silver Award. Parkway's goal for 2014-2015 is the Gold Award.

Parkway holds several community events including, Fall Festival, International Fair, Career Day, and Principal for a Day. The community is encouraged to participate in these events and become aware of other cultures as we celebrate our differences as an International School.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Olmeda Garcia, Evelith	Principal
Gould, Megan	Assistant Principal
Rogacki, Aimee	Assistant Principal
Martinez, Rebecca	Instructional Coach
Diaz, Zayra	Instructional Coach
Perlaza, Dania	Teacher, K-12
Reid, Nicole	Paraprofessional
Dinkins, Vanard	Dean
Johnson, Greg	Dean
Rousch, Amy	Dean
Revell, Justin	Teacher, K-12
Aponte, Annette	Guidance Counselor
Perez, Lisa	Psychologist

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The Leadership Team meets to develop, discuss and analyze data for Tier 1,2, or 3 students and to develop best practices and appropriate interventions for students identified. The team will review progress monitoring data at the school level and classroom level to identify each child's risk level. Based on data, the team will evaluate, collaborate and respond with effective shared intervention strategies aimed at making each child successful in the current environment if possible. Administrators will collect instructional practice data through classroom walk-through and observations. Administrators will provide guidance and feedback on a continuous basis. Administrators will also review lesson plans and provide feedback on the levels of engagement and rigor planned.

The Academic Leadership Team (Academic Coaches, Department Heads, Grade Level Chairs, Guidance Counselor, and Administrators) meets weekly to discuss concerns and on-going initiatives at the school.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS team meets monthly to monitor, collect data and to implement strategies to ensure that students' achievement goals are met. If a need is found, the committee determines the necessary steps to provide intervention/remediation to meet the students needs.

Students have several opportunities to obtain tutoring throughout the school year. Morning tutoring is offered five days a week from 7:20 AM-8:20 AM; After-school program is offered Monday, Tuesday, Thursday and Friday from 4:00PM-6:30 PM; and Academic Saturday Schools are offered twice a month.

During the school year, any student who is failing a course is recommended for Academic Saturday School in order to complete assignments and assessments. A grade recovery program is implemented in the summer to assist students who fail a class during the school year. Reading and Math Coaches develop and lead programs based on Florida Standards.

Parkway participates in SAVE school program. This program offers an orientation and presentations about bullying to students, staff, and families. Deans and the guidance counselor coordinate bullying conferences for students who are exhibiting bullying behaviors. When Neglected and/or Delinquent children are enrolled in our school, we also coordinate efforts with the Department of Children and Families to ensure that all student needs are met.

Our FIT (Families in transition) is coordinator by Mrs. Annette Aponte, guidance counselor. This program provides food from our pantry, clothing and school supplies as needed.

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students if enrolled at our school.

To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

The school utilizes technology to support classroom instruction. The school has six computer labs and two mobile labs. Teachers participate in ongoing Professional Development to enhance education using technology. Every teacher has a laptop in their classroom in addition to a document camera, LCD projector and smart board. Discovery Education, TeenBiz and PLATO are some of the software that our students are able to use to enhance their education. Professional Development is provided for Writers in control, Math Solutions, and Marzano Research Laboratory. It is also used to

focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation.

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

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Evelith Olmeda-Garcia	Principal
Shirley Johnson	Teacher
Astrid Lopez	Parent
Dania Pelaza	Teacher
JoAnn Feliciano	Teacher
Nicole Reid	Education Support Employee
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

SAC met in July to discussed the FCAT scores and School grade. Based on that new goals were established for this school year 2014-2015. Committee met and discussed data concerning Early Warning Signals for the students and how to better serve them.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

The administration at Parkway will request funds from the SAC Committee to use to purchase educational materials which would span all levels at the school which would include textbooks and other reading materials that are necessary to satisfy Parkway's goal of a high-level education experience for our entire student- body.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Funds became available at the end of last school year 2013-2014. The total amount assigned was $5088.71.
At the present time the funds have not been assigned.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Martinez, Rebecca	Instructional Coach
Aponte, Annette	Guidance Counselor
Diaz, Zayra	Instructional Coach
Ruiz, Evelyn	Other
Rogacki, Aimee	Assistant Principal
Olmeda Garcia, Evelith	Principal
Gould, Megan	Assistant Principal
Reid, Nicole	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiative this year is to promote writing skills across all subjects areas. The LLT develops school-wide reading initiatives that promote disciplinary literacy and a school culture of student readers as leaders, included but not limited to school-wide Battle of the Books, Family Literacy Night, Book Clubs, participation in Read Across America Day, and Scholastic Summer Reading Challenge. Students are encouraged to read during homeroom and during free time. The LLT provides Pirate Bucks for students caught reading during the day.

Teachers meet during their common planning time with the Literacy Coach to discuss lesson plans, and
literacy strategies and goals for the school year. The LLT will assist with the implementing of reading and writing across curriculum, by providing continuous professional development to the staff.
.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers at each grade level have a common planning of 85 minutes per day. On a weekly basis the grade level meets in a professional learning community to discuss data, lesson planning, and build strategies for instructional practice. All teachers must work collaboratively to develop common units and assessments using Middle Years Program language.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

When recruiting, the Principal and Assistant Principals ask highly-qualified, effective teachers in the faculty to be part of the interviewing process. The Principal and Assistant Principals arrive at a decision together.The questions asked during the interviews are tied to questions addressing goals and routines, instructional practices, and strategies enacted on the spot, with an emphasis on identifying candidates' ability to work with our students' academic needs and behaviors, strong knowledge of content area, and belief that all students can learn. Candidates are made aware of the rigorous nature of the MYP program and questions are aligned to support the program. To retain highly qualified teachers,

the Principal and Assistant Principals provide teachers with leadership opportunities in various committees, are receptive of teachers' feedback, and promote Professional Development and a positive culture. New teachers at Parkway are assigned a mentor to assist the transition. We offer on-going professional development in subject areas and grade levels with an emphasis on staff culture. All new teachers are provided Level 1 Middle Years Program training in their subject areas within their first year of employment. Returning teachers are working on Level 2 and Level 3 trainings in their subject areas when available.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Ms. Maria Gil is in charge of the Teacher Mentoring Program for New Parkway Members. New faculty members are assigned a mentor who is highly qualified and highly effective. The pairings are in the same subject area and when possible the same grade level.
.
Depending on new teachers' status, Ms. Gil will meet with the new teachers every other week (or more often if needed) to go over school procedures, grading, planning, instructional strategies, evaluation, portfolio, requirements, and other support teachers may need by following the District handbook. Ms. Gil sends our weekly updates via email to the teachers to help them keep track of upcoming deadlines and responsibilities.
The new teachers attend an orientation during the summer to provide them key information on the school, including school procedures, staff directory and responsibilities, and an introduction to the Middle Years Program.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teachers participated in a week long training for Middle Years Program unit planning, where they broke down the state standards and created units. Teachers also participate in monthly PLC's where they are examining the standards, creating assessments and inquiry questions to align with the standards.
All teachers have the state standards listed on their common board configuration for the current unit. Through classroom observations and walk throughs, administrators are able to identify the core standards taught and are looking for activities to support the standards.
The instructional coaches provide continuous professional development on the standards.
All textbooks are state and district adopted materials, which have undergone extensive matching to the standards.
The Middle Years Program curriculum begins with the Florida Standards and addresses how the content is taught. Teachers must teach with Global Contexts in mind and use real world examples to explain concepts.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

All level one reading students are placed in an Intensive Reading course paired with a Language Arts course. Level two readers are placed in a Reading class and Language Arts course with the same

teacher. All level three, four and five readers have a semester of Reading and a year long Language Arts course. Students are assessed four times a year with a district formative. Students who fall in the bottom twenty-five percent are provided an additional reading course to support their needs. Exceptional Education students are provided support in math and language arts by an ESE teacher. Non-English speakers are placed in a sheltered program for ESL students, where instruction is given in both English and Spanish. Students who are not native Spanish or English speakers are paired with another student to assist in translations. All ESL students are supported in other classes by paraprofessionals.

Students who are not demonstrating proficiency at grade level are invited to attend the various tutoring sessions to support their learning.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 9,600

Morning tutoring is conducted by certified teachers. Teachers meet in the morning for an hour 7:20-8:20 AM. Teachers will focus on core academics in Math and Reading to supports the state assessed standards.

Strategy Rationale

Individual student needs will be assessed to target weak standards. Students will be tutored in a small group setting.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Revell, Justin, revellj@osceola.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Parkway uses STAR (Math and Reading) for Pre and Post tests. Students are assess 4 times a year in the regular school day and assessed monthly for tutoring purposes. This test will determine the areas of concerns for all students. Data is analyzed to see the student's progress.

Strategy: After School Program

Minutes added to school year: 2,880

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

Strategy Rationale

Students are provided hands on opportunities to extend their background knowledge increasing their academic chances for success.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Revell, Justin, revellj@osceola.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Parkway uses STAR (Math and Reading) for Pre and Post tests. Students are assess 4 times a year in the regular school day and assessed monthly for tutoring purposes. This test will determine the areas of concerns for all students. Data is analyzed to see the student's progress.

Strategy: Weekend Program

Minutes added to school year: 20,400

In the afternoon students meet Monday, Tuesday, Thursday and Friday from 4:00-6:30 PM. Certified teachers work with students on areas of need from the instructional day as well as diving deeper into content. The after school program is project based, where students have hands on experiences in content areas.

Strategy Rationale

By giving students additional support in content areas, students will demonstrate growth and understanding in the classroom. Hands on experiences are critical for deepening knowledge.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Gould, Megan, gouldm@osceola.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Parkway uses STAR (Math and Reading) for Pre and Post tests. Students are assess 4 times a year in the regular school day and assessed monthly for tutoring purposes. This test will determine the areas of concerns for all students. Data is analyzed to see the student's progress.

Strategy: Summer Program

Minutes added to school year: 2,160

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

Strategy Rationale

Students who are falling behind during the regular school week are invited to Academic Saturdays to gain additional support from certified teachers.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student grades will be analyzed twice monthly to assess students who need extra support.

Strategy: Summer Program

Minutes added to school year: 1,440

Teachers in Math, Science, Language Arts, and Social Studies will provide credit recovery opportunities for students who failed a core subject during the school year.

Strategy Rationale

Students who complete the academic requirements of the Summer Program will not be retained, allowing them to continue with their cohort.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Gould, Megan, gouldm@osceola.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students grades will be monitored throughout the school year and the Summer Program.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Parkway participates in vertical articulation with the elementary and high school feeder patterns by allowing teachers to meet and discuss student needs. Administrators at all feeder schools meet to discuss programs and alignments.

Parkway offers a 6th grade Orientation Night in the Spring as well as open house in the Fall.
Parkway administration and Guidance Counselor visit all feeder schools to give an overview of
curriculum options.
The high school guidance department also comes to Parkway to register the incoming 9th grade
students.
Since Parkway is a Choice International Baccalaureate School, Parkway visits other schools in the
county to provide information to parents and students about our programs. There is a direct path for
International Baccalaureate students in the district. As IB schools, Gateway High School, Celebration
High School, Thacker Avenue Elementary, and Parkway meet quarterly to align the IB programs.

College and Career Readiness

***Describe the strategies the school uses to advance college and career awareness, which may
include establishing partnerships with business, industry or community organizations***

The school promotes academic and career courses by encouraging students to select choice classes
as part of their career growth. Students at Parkway participate in a career day. AVID students visit
different colleges and universities in the area. Every Friday is College Day, where students and staff
dress in their favorite college attire.

***Identify the career and technical education programs available to students and industry
certifications that may be earned through those respective programs***

Parkway offers a variety of CTE programs to enhance 6th and 7th grade students' learning including:
Culinary Careers, Orientation to Career Clusters, and Computer Applications.
Parkway offers 8th grade students the opportunity to gain industry certification and high school credit
in the following courses: Culinary Arts 1, Computing for College and Careers, and Introduction to
Information Technology.

***Describe efforts the school has taken to integrate career and technical education with
academic courses (e.g., industrial biotechnology) to support student achievement***

To Align with the MYP program, all students participate in a technology course every year. Teachers
are encouraged to build cross-curricular units to enhance student learning, allowing Math and
Science teachers the opportunity to tie in technology standards into their core curriculum. This allows
for deeper understanding of the material. Language Arts and Social Studies teachers are encouraged
to pick unit topics related to CTE.

***Describe strategies for improving student readiness for the public postsecondary level based
on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4),
Florida Statutes***

As an IB Middle Years Program school, rigorous curriculum is embedded in the daily routines.
Students are challenged to think deeper and make connections to the real world.
Parkway offers nine high school credit courses to students who display high school readiness
(Algebra 1 Honors, Biology Honors, Physical Science Honors, Geometry Honors, Spanish 1 Honors,
French 1 Honors, Computing for College and Careers, Introduction to Informational Technology, and
Culinary Arts 1). There are over 250 students currently enrolled in at least one high school credit
course.
By accelerating students, Parkway gives them an opportunity to take Dual Enrollment or Advanced
Placement courses in high school.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Math teachers will implement Mathematical practices and strategies in their classrooms with fidelity.

G2.   Teachers will meet in their weekly and monthly PLCs to evaluate data including but not limited to diagnostic tests, common assessments, and formative and summative assessments and to utilize this data to build common lesson plans with engaging instructional practices.

G3.   Teachers will implement writing across the curriculum to enhance student achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Math teachers will implement Mathematical practices and strategies in their classrooms with fidelity.

1a

🔑 G036839

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	60.0

Resources Available to Support the Goal 2

- All students will be tested using the STAR assessment which will give teachers information on each student's insructional level, skills and strategies needed to increase or enhance instruction.

- District modules provided offer a baseline for planning focusing on skills needed to increase proformance on FCAT 2.0.

- Professional development for teachers on Math Solutions.

Targeted Barriers to Achieving the Goal 3

- Teacher are moving to new Florida Standards and textbooks

- Students are not used to math discourse in the classroom

- Teachers need additional training in Math Solutions

Plan to Monitor Progress Toward G1. 8

MYP unit plans will contain math solutions strategies

Person Responsible
Aimee Rogacki

Schedule
Weekly, from 8/18/2014 to 6/3/2016

Evidence of Completion
Minutes, PLC's , student engagement, peer observations, lesson plans

G2. Teachers will meet in their weekly and monthly PLCs to evaluate data including but not limited to diagnostic tests, common assessments, and formative and summative assessments and to utilize this data to build common lesson plans with engaging instructional practices. `1a`

🔍 G036840

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	65.0
AMO Math - All Students	60.0
FCAT 2.0 Science Proficiency	42.0

Resources Available to Support the Goal `2`

- New textbooks that support new Florida standards

- STAR assessments

- Achieve 3000

- FOCUS reports

Targeted Barriers to Achieving the Goal `3`

- Teachers need training on how to run effective PLC's

- Teachers need time to meet

- teachers need training on MYP common assessments and grading practices

Plan to Monitor Progress Toward G2. `8`

STAR Assessments

Person Responsible
Rebecca Martinez

Schedule
Quarterly, from 8/25/2014 to 5/29/2015

Evidence of Completion
Data binder with reports and graphs.

G3. Teachers will implement writing across the curriculum to enhance student achievement. `1a`

G036841

Targets Supported `1b`

Indicator	Annual Target
FAA Writing Proficiency	60.0

Resources Available to Support the Goal `2`

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

Targeted Barriers to Achieving the Goal `3`

- Lack of buy-in from teacher across content areas in writing
- Some teachers reluctance to peer coaching
- Time for correcting papers and other responsibilities in lesson planning

Plan to Monitor Progress Toward G3. `8`

Quarterly Osceola Writes data

Person Responsible
Rebecca Martinez

Schedule
Quarterly, from 8/18/2014 to 3/31/2015

Evidence of Completion
Graph of student progress

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B = Barrier**   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Math teachers will implement Mathematical practices and strategies in their classrooms with fidelity. 1

🔑 G036839

G1.B1 Teacher are moving to new Florida Standards and textbooks 2

🔑 B088310

G1.B1.S1 Professional Development for teachers on the new textbooks 4

🔑 S109913

Strategy Rationale

Teachers need to be able to utilize the new resources to teacher the Florida standards effectively.

Action Step 1 5

Selected teachers will attend a training in the summer for the new adopted textbooks.

Person Responsible

Zayra Diaz

Schedule

Monthly, from 7/1/2014 to 8/18/2014

Evidence of Completion

training logs from summer professional development

Action Step 2 `5`

PLC Trainings on new textbooks and implementation

Person Responsible

Dania Perlaza

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

PLC sign in sheets, use of textbook supplemental materials effectively as stated in unit plans

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Administration will attend PLC's and look at unit plans

Person Responsible

Megan Gould

Schedule

Monthly, from 8/26/2014 to 11/21/2014

Evidence of Completion

Admin calendar and minutes from PLC.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Admin meetings with Math department to discuss concerns and issues.

Person Responsible

Megan Gould

Schedule

Monthly, from 9/3/2014 to 6/3/2015

Evidence of Completion

Notes from meeting

G1.B1.S2 PLC's where teachers are planning for common assessments and units 4

🔧 S109915

Strategy Rationale

Teachers must have time to work together to create and grade assessments and units.

Action Step 1 5

Common Planning must be scheduled in the master schedule

Person Responsible

Megan Gould

Schedule

Daily, from 7/1/2014 to 8/18/2014

Evidence of Completion

Master Schedule

Action Step 2 5

PLC schedule for school year with production tasks for teachers outlined

Person Responsible

Aimee Rogacki

Schedule

Quarterly, from 8/18/2014 to 6/1/2015

Evidence of Completion

PLC schedule and Unit plans

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administration will attend or lead PLC's on a monthly basis for unit planning.

Person Responsible

Aimee Rogacki

Schedule

Monthly, from 8/26/2014 to 5/26/2015

Evidence of Completion

Unit Plans will be turned in for review by an administrator.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Unit plans will be examined for new standards and the activities that support the standard from the new textbooks.

Person Responsible

Aimee Rogacki

Schedule

Every 6 Weeks, from 8/18/2014 to 6/4/2015

Evidence of Completion

Spreadsheet of completed unit plans.

G1.B3 Students are not used to math discourse in the classroom `2`

🔍 B088312

G1.B3.S1 Teachers will implement talk moves in their classroom `4`

🔍 S126746

Strategy Rationale

Establishing a climate that supports discourse is essential for stduent achievement

Action Step 1 `5`

Teacher will be retrained on the talk moves

Person Responsible

Zayra Diaz

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Professional Development logs

Action Step 2 `5`

PLC discussions on Talk moves and math discourse

Person Responsible

Dania Perlaza

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

PLC meeting minutes

Action Step 3 `5`

Classroom walk throughs

Person Responsible

Megan Gould

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

walk through data

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Administrators/ Math Coach will conduct classroom walk throughs

Person Responsible

Megan Gould

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

walk through data collection

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

The amount of Math discourse during walk throughs will increase

Person Responsible

Megan Gould

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

walk through data collection specific to talk moves

G1.B5 Teachers need additional training in Math Solutions `2`

🔍 B099270

G1.B5.S1 New teachers will attend a 1 day introduction to talk moves based on last year's training `4`

🔍 S110584

Strategy Rationale

New teachers need additional support for implementing the math discourse and instructional process.

Action Step 1 `5`

New teachers to the district will receive a 1 day introduction to Math Solutions.

Person Responsible

Zayra Diaz

Schedule

On 9/30/2014

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B5.S1 `6`

Teachers will meet in PLC to discuss talk moves

Person Responsible

Dania Perlaza

Schedule

Monthly, from 9/1/2014 to 5/15/2015

Evidence of Completion

PLC minutes

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 `7`

Classroom walk-throughs

Person Responsible

Megan Gould

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

walk-through data on Math Solutions

G1.B5.S2 All Math teachers will attend a 2 day training and follow up consultation visit. `4`

🔧 S126753

Strategy Rationale

Teachers need additional support beyond the talk moves for increasing the rigor in the Math classroom.

Action Step 1 `5`

Math teachers will attend a 2-day training on strategies for teaching in a math Classroom

Person Responsible

Zayra Diaz

Schedule

On 5/29/2015

Evidence of Completion

Professional Development Log

Plan to Monitor Fidelity of Implementation of G1.B5.S2 `6`

Administrators will conduct classroom walk throughs

Person Responsible

Megan Gould

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

walk through data

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 `7`

PLC's teachers will discuss how they are implementing the Math Solutions in their classrooms

Person Responsible

Dania Perlaza

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

PLC meeting notes

G2. Teachers will meet in their weekly and monthly PLCs to evaluate data including but not limited to diagnostic tests, common assessments, and formative and summative assessments and to utilize this data to build common lesson plans with engaging instructional practices. `1`

🔍 G036840

G2.B1 Teachers need training on how to run effective PLC's `2`

🔍 B088315

G2.B1.S1 Teachers will establish a vision, protocols, and roles for their PLC `4`

🔍 S126763

Strategy Rationale

An effective PLC keeps their vision in mind as they work towards established goals.

Action Step 1 `5`

PLC lead will train the leadership team (department heads, grade level chairs, coaches) on how to set the vision, establish protocols, and decide on roles.

Person Responsible

Marta Calderon

Schedule

On 9/10/2014

Evidence of Completion

PLC meeting notes

Action Step 2 `5`

Department chairs and grade level chairs will use the steps in their trainings and leasd their PLC's

Person Responsible

Marta Calderon

Schedule

Monthly, from 9/10/2014 to 5/24/2015

Evidence of Completion

PLC meeting notes

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

PLC will submit their meeting notes, vision and protocols

Person Responsible

Evelith Olmeda Garcia

Schedule

Monthly, from 9/17/2014 to 5/29/2015

Evidence of Completion

logs

G2.B2 Teachers need time to meet 2

B088316

G2.B2.S1 The master schedule is built to allow teachers to have common planning 4

S098989

Strategy Rationale

By providing time for teachers to meet during the school day, teachers are able to collbaorate in a PLC.

Action Step 1 5

Create a computer lab schedule for the entire school

Person Responsible

Rebecca Martinez

Schedule

Semiannually, from 8/18/2014 to 8/27/2014

Evidence of Completion

schedule

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Monitor sign in logs for computer rooms to determine use by teachers

Person Responsible

Rebecca Martinez

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

logs

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

As teachers are not using lab, rearrange schedule to accommodate teachers who would like additional time for students.

Person Responsible

Rebecca Martinez

Schedule

Quarterly, from 8/25/2014 to 5/29/2015

Evidence of Completion

updated schedules

G2.B2.S2 Every Tuesday is designated as PLC day during planning. `4`

🔧 S109946

Strategy Rationale

Teachers are invited to participate in the PLC on a weekly basis to dis-aggregate data, learn new stratgies, plan units, grade common assessments and collaborate on student achievement.

Action Step 1 `5`

Create a schedule for media center coverage before and after school.

Person Responsible

Justin Revell

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

schedule

Plan to Monitor Fidelity of Implementation of G2.B2.S2 `6`

Student sign in logs will be analyzed for computer use

Person Responsible

Rebecca Martinez

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Data will be presented at leadership meeting to admin.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

Achieve 3000 login minutes from before and after school will be monitored.

Person Responsible

Rebecca Martinez

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Achieve 3000 reports

G2.B3 teachers need training on MYP common assessments and grading practices 2

🔑 B099372

G2.B3.S2 Teachers will utilize the MYP unit plan to assist them with collaborative planning during PLC's. 4

🔑 S128016

Strategy Rationale

When teachers plan units together, they create engaging lessons that are standards based and student focused.

Action Step 1 5

Teachers will collaborate on a weekly basis to complete unit lesson plans using the MYP format.

Person Responsible

Aimee Rogacki

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

MYP unit plans

Action Step 2 5

Teacher will be given feedback on their units in order to address MYP requirements and to ensure activities are engaging.

Person Responsible

Aimee Rogacki

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Unit lesson plans

Plan to Monitor Fidelity of Implementation of G2.B3.S2 `6`

Unit plans are reviewed and feedback is given by administration

Person Responsible

Aimee Rogacki

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Teachers will submit collaborative unit plans for administrative review.

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 `7`

Teachers will understand how to write unit plans and will write them successfully.

Person Responsible

Aimee Rogacki

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Unit plans will be completed successfully.

G3. Teachers will implement writing across the curriculum to enhance student achievement. [1]

G036841

G3.B1 Lack of buy-in from teacher across content areas in writing [2]

B088317

G3.B1.S1 PLC's on writing across the content areas [4]

S109956

Strategy Rationale

Giving teachers strategies for writing in their specific content area will assist them in implementation

Action Step 1 [5]

Schedule PD for writing across curriculum to support writing in the MYP curriculum

Person Responsible

Rebecca Martinez

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

PLC/ PD schedule

Action Step 2 [5]

Provide PD on writing across content areas

Person Responsible

Rebecca Martinez

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

PD logs

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

PD training logs will be collected to verify who has been trained.

Person Responsible

Rebecca Martinez

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

PD logs

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Literacy coach will conduct class visits to support implementation

Person Responsible

Rebecca Martinez

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Classroom visit log

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Writing should be embedded in the MYP unit plans.

Person Responsible

Aimee Rogacki

Schedule

Every 6 Weeks, from 8/18/2014 to 5/29/2015

Evidence of Completion

Unit plans will include writing assessments and strategies.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Literacy coach will analyze data on who is using the strategies based on class visits.

Person Responsible

Rebecca Martinez

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Data presented at leadership meetings

G3.B1.S3 Implementation of writing through MYP unit assessments. `4`

🔑 S127778

Strategy Rationale

The MYP program requires a writing component to their summative assessments which is graded using a rubric. Students will need to defend their thoughts using evidence from their units.

Action Step 1 `5`

In PLC's teachers will plan together for their writing MYP summative assessments.

Person Responsible

Rebecca Martinez

Schedule

Every 6 Weeks, from 9/8/2014 to 5/29/2015

Evidence of Completion

unit plans, PLC minutes

Plan to Monitor Fidelity of Implementation of G3.B1.S3 `6`

Teachers will submit student work samples for MYP

Person Responsible

Aimee Rogacki

Schedule

Every 6 Weeks, from 9/22/2014 to 5/29/2015

Evidence of Completion

student work samples of writing

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 `7`

Osceola Writes scores will increase

Person Responsible

Rebecca Martinez

Schedule

Quarterly, from 9/29/2014 to 5/29/2015

Evidence of Completion

writes data

G3.B2 Some teachers reluctance to peer coaching 2

B088318

G3.B2.S1 Shared responsibility in peer coaching 4

S098990

Strategy Rationale

Action Step 1 5

Core Connections training

Person Responsible

Rebecca Martinez

Schedule

Evidence of Completion

Monthly essays.

Action Step 2 5

Peer coaching in writing

Person Responsible

Rebecca Martinez

Schedule

Evidence of Completion

Minutes, handouts, observation, and reflections

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

PLC discussions and reflections

Person Responsible

Schedule

Evidence of Completion

Observations, Increase in writing scores

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Increment of student writing scores

Person Responsible

Schedule

Evidence of Completion

Test scores

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.A1	Create a computer lab schedule for the entire school	Martinez, Rebecca	8/18/2014	schedule	8/27/2014 semiannually
G3.B2.S1.A1	Core Connections training	Martinez, Rebecca	8/27/2014	Monthly essays.	one-time
G1.B1.S2.A1	Common Planning must be scheduled in the master schedule	Gould, Megan	7/1/2014	Master Schedule	8/18/2014 daily
G1.B1.S1.A1	Selected teachers will attend a training in the summer for the new adopted textbooks.	Diaz, Zayra	7/1/2014	training logs from summer professional development	8/18/2014 monthly
G2.B2.S2.A1	Create a schedule for media center coverage before and after school.	Revell, Justin	8/25/2014	schedule	5/29/2015 monthly
G3.B1.S1.A1	Schedule PD for writing across curriculum to support writing in the MYP curriculum	Martinez, Rebecca	8/18/2014	PLC/ PD schedule	5/29/2015 quarterly
G1.B5.S1.A1	New teachers to the district will receive a 1 day introduction to Math Solutions.	Diaz, Zayra	9/1/2014		9/30/2014 one-time
G1.B3.S1.A1	Teacher will be retrained on the talk moves	Diaz, Zayra	8/18/2014	Professional Development logs	5/29/2015 monthly
G1.B5.S2.A1	Math teachers will attend a 2-day training on strategies for teaching in a math Classroom	Diaz, Zayra	9/1/2014	Professional Development Log	5/29/2015 one-time
G2.B1.S1.A1	PLC lead will train the leadership team (department heads, grade level chairs, coaches) on how to set the vision, establish protocols, and decide on roles.	Calderon, Marta	9/1/2014	PLC meeting notes	9/10/2014 one-time
G3.B1.S3.A1	In PLC's teachers will plan together for their writing MYP summative assessments.	Martinez, Rebecca	9/8/2014	unit plans, PLC minutes	5/29/2015 every-6-weeks
G2.B3.S2.A1	Teachers will collaborate on a weekly basis to complete unit lesson plans using the MYP format.	Rogacki, Aimee	9/1/2014	MYP unit plans	5/29/2015 weekly
G3.B2.S1.A2	Peer coaching in writing	Martinez, Rebecca	Minutes, handouts, observation, and reflections	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.A2	PLC schedule for school year with production tasks for teachers outlined	Rogacki, Aimee	8/18/2014	PLC schedule and Unit plans	6/1/2015 quarterly
G1.B1.S1.A2	PLC Trainings on new textbooks and implementation	Perlaza, Dania	8/18/2014	PLC sign in sheets, use of textbook supplemental materials effectively as stated in unit plans	6/1/2015 monthly
G3.B1.S1.A2	Provide PD on writing across content areas	Martinez, Rebecca	8/18/2014	PD logs	5/29/2015 quarterly
G1.B3.S1.A2	PLC discussions on Talk moves and math discourse	Perlaza, Dania	10/1/2014	PLC meeting minutes	5/29/2015 monthly
G2.B1.S1.A2	Department chairs and grade level chairs will use the steps in their trainings and leasd their PLC's	Calderon, Marta	9/10/2014	PLC meeting notes	5/24/2015 monthly
G2.B3.S2.A2	Teacher will be given feedback on their units in order to address MYP requirements and to ensure activities are engaging.	Rogacki, Aimee	9/1/2014	Unit lesson plans	5/29/2015 monthly
G1.B3.S1.A3	Classroom walk throughs	Gould, Megan	9/1/2014	walk through data	5/29/2015 monthly
G1.MA1	MYP unit plans will contain math solutions strategies	Rogacki, Aimee	8/18/2014	Minutes, PLC's , student engagement, peer observations, lesson plans	6/3/2016 weekly
G1.B1.S1.MA1	Admin meetings with Math department to discuss concerns and issues.	Gould, Megan	9/3/2014	Notes from meeting	6/3/2015 monthly
G1.B1.S1.MA1	Administration will attend PLC's and look at unit plans	Gould, Megan	8/26/2014	Admin calendar and minutes from PLC.	11/21/2014 monthly
G1.B5.S1.MA1	Classroom walk-throughs	Gould, Megan	8/18/2014	walk-through data on Math Solutions	5/29/2015 monthly
G1.B5.S1.MA1	Teachers will meet in PLC to discuss talk moves	Perlaza, Dania	9/1/2014	PLC minutes	5/15/2015 monthly
G1.B3.S1.MA1	The amount of Math discourse during walk throughs will increase	Gould, Megan	9/1/2014	walk through data collection specific to talk moves	5/29/2015 monthly
G1.B3.S1.MA1	Administrators/ Math Coach will conduct classroom walk throughs	Gould, Megan	9/1/2014	walk through data collection	5/29/2015 monthly
G1.B1.S2.MA1	Unit plans will be examined for new standards and the activities that support the standard from the new textbooks.	Rogacki, Aimee	8/18/2014	Spreadsheet of completed unit plans.	6/4/2015 every-6-weeks
G1.B1.S2.MA1	Administration will attend or lead PLC's on a monthly basis for unit planning.	Rogacki, Aimee	8/26/2014	Unit Plans will be turned in for review by an administrator.	5/26/2015 monthly
G1.B5.S2.MA1	PLC's teachers will discuss how they are implementing the Math Solutions in their classrooms	Perlaza, Dania	9/1/2014	PLC meeting notes	5/29/2015 monthly
G1.B5.S2.MA1	Administrators will conduct classroom walk throughs	Gould, Megan	9/1/2014	walk through data	5/29/2015 monthly
G2.MA1	STAR Assessments	Martinez, Rebecca	8/25/2014	Data binder with reports and graphs.	5/29/2015 quarterly
G2.B2.S1.MA1	As teachers are not using lab, rearrange schedule to accommodate teachers who would like additional time for students.	Martinez, Rebecca	8/25/2014	updated schedules	5/29/2015 quarterly
G2.B2.S1.MA1	Monitor sign in logs for computer rooms to determine use by teachers	Martinez, Rebecca	8/18/2014	logs	5/29/2015 monthly
G2.B1.S1.MA1	PLC will submit their meeting notes, vision and protocols	Olmeda Garcia, Evelith	9/17/2014	logs	5/29/2015 monthly
G2.B2.S2.MA1	Achieve 3000 login minutes from before and after school will be monitored.	Martinez, Rebecca	8/25/2014	Achieve 3000 reports	5/29/2015 monthly
G2.B2.S2.MA1	Student sign in logs will be analyzed for computer use	Martinez, Rebecca	8/18/2014	Data will be presented at leadership meeting to admin.	5/29/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S2.MA1	Teachers will understand how to write unit plans and will write them successfully.	Rogacki, Aimee	9/1/2014	Unit plans will be completed successfully.	5/29/2015 monthly
G2.B3.S2.MA1	Unit plans are reviewed and feedback is given by administration	Rogacki, Aimee	9/1/2014	Teachers will submit collaborative unit plans for administrative review.	5/29/2015 monthly
G3.MA1	Quarterly Osceola Writes data	Martinez, Rebecca	8/18/2014	Graph of student progress	3/31/2015 quarterly
G3.B2.S1.MA1	Increment of student writing scores		Test scores	once	
G3.B2.S1.MA1	PLC discussions and reflections		Observations, Increase in writing scores	once	
G3.B1.S1.MA1	Literacy coach will analyze data on who is using the strategies based on class visits.	Martinez, Rebecca	8/18/2014	Data presented at leadership meetings	5/29/2015 monthly
G3.B1.S1.MA1	PD training logs will be collected to verify who has been trained.	Martinez, Rebecca	8/18/2014	PD logs	5/29/2015 quarterly
G3.B1.S1.MA2	Literacy coach will conduct class visits to support implementation	Martinez, Rebecca	8/18/2014	Classroom visit log	5/29/2015 monthly
G3.B1.S1.MA4	Writing should be embedded in the MYP unit plans.	Rogacki, Aimee	8/18/2014	Unit plans will include writing assessments and strategies.	5/29/2015 every-6-weeks
G3.B1.S3.MA1	Osceola Writes scores will increase	Martinez, Rebecca	9/29/2014	writes data	5/29/2015 quarterly
G3.B1.S3.MA1	Teachers will submit student work samples for MYP	Rogacki, Aimee	9/22/2014	student work samples of writing	5/29/2015 every-6-weeks

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. Math teachers will implement Mathematical practices and strategies in their classrooms with fidelity.

G1.B1 Teacher are moving to new Florida Standards and textbooks

G1.B1.S1 Professional Development for teachers on the new textbooks

PD Opportunity 1

Selected teachers will attend a training in the summer for the new adopted textbooks.

Facilitator

HMH/ Stacey Politano- District Resource teacher

Participants

Parkway Math Teachers

Schedule

Monthly, from 7/1/2014 to 8/18/2014

G1.B3 Students are not used to math discourse in the classroom

G1.B3.S1 Teachers will implement talk moves in their classroom

PD Opportunity 1

Teacher will be retrained on the talk moves

Facilitator

District PD

Participants

Math Teachers

Schedule

Monthly, from 8/18/2014 to 5/29/2015

G1.B5 Teachers need additional training in Math Solutions

G1.B5.S1 New teachers will attend a 1 day introduction to talk moves based on last year's training

PD Opportunity 1

New teachers to the district will receive a 1 day introduction to Math Solutions.

Facilitator

District facilitates the Math Solutions Training

Participants

New Math Teachers

Schedule

On 9/30/2014

G1.B5.S2 All Math teachers will attend a 2 day training and follow up consultation visit.

PD Opportunity 1

Math teachers will attend a 2-day training on strategies for teaching in a math Classroom

Facilitator

District

Participants

math Teachers

Schedule

On 5/29/2015

G3. Teachers will implement writing across the curriculum to enhance student achievement.

G3.B1 Lack of buy-in from teacher across content areas in writing

G3.B1.S1 PLC's on writing across the content areas

PD Opportunity 1

Provide PD on writing across content areas

Facilitator

Rebecca Martinez

Participants

All Parkway Teachers

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

G3.B2 Some teachers reluctance to peer coaching

G3.B2.S1 Shared responsibility in peer coaching

PD Opportunity 1

Core Connections training

Facilitator

Core Connections facilitator and literacy Coach

Participants

ELA teachers

Schedule

PD Opportunity 2

Peer coaching in writing

Facilitator

ELA teachers and Literacy Coach

Participants

ELA teachers

Schedule

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**