School District of Osceola County, FL

Parkway Middle School

2016-17 School Improvement Plan

Parkway Middle School

857 FLORIDA PKWY, Kissimmee, FL 34743

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Middle School 6-8	Yes	96%

Primary Service Type (per MSID File)	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	C*	C	C

Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Parkway Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - [Gayle Sitter](#)	Not In DA - None

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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.

b. 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 G.R.I.T. for Positive Behavior Support. The learner profile consists of being: Principled, Caring, Balanced, Reflective, Knowledgeable, Inquirers, Thinkers, Communicators, Open-minded, and Risk Takers. G.R.I.T. is Growth, Respect and Responsibility, Integrity, and Tenacity.

c. 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 Adminstrators, 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.

d. 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.

3. 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).

a. 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,

112 students had attendance below 90% in 2014-2015. 108 in 2015-2016

202 students had one or more suspension in 2014-2015. 119 in 2015-2016

337 scored a level 1 on State Assessment Math or Reading in 2014-2015. 424 in 2015-2016

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 counselor, 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	38	46	24	0	0	0	0	108
One or more suspensions	0	0	0	0	0	0	50	50	19	0	0	0	0	119
Course failure in ELA or Math	0	0	0	0	0	0	8	7	3	0	0	0	0	18
Level 1 on statewide assessment	0	0	0	0	0	0	137	151	136	0	0	0	0	424
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	50	62	26	0	0	0	0	138

c. 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 Intervention 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 FSA 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 FSA Reading are receiving Tier 2 intervention in a double
block Intensive Language Arts class. Students with a Level 2 score in the FSA Reading are receiving Tier 2 intervention in a single block Intensive Language Arts class.

Math: The team will gather data from different sources, namely FSA scores (Lowest Quartile),Diagnostic and Screening Assessment (I-eady), 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 PBIS strategies to modify these behaviors, including assigning Mentors, and keeping Behavior Contracts.

B. Family and Community Engagement

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).

1. 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).

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

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

2. Description

Parkway will hold monthly School Advisory Committee (SAC) meetings the Fourth Thursday of every month with the exception of August. 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 beginning 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.

2. 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.

Parkway's goal for 2016-2017 is the Gold Award by increasing community and volunteering involvement.

Parkway holds several community events including, Fall information nights, 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.

C. 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).

1. School Leadership Team

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

Name	Title
Gould, Megan	Principal
Santiago, Henry	Assistant Principal
Reid, Nicole	Paraprofessional
Dinkins, Vanard	Dean
Johnson, Greg	Dean
Rousch, Amy	Dean
Revell, Justin	Teacher, K-12
Keenum, Carla	Teacher, K-12
Meekhof, Dixie	Guidance Counselor
Cornett, Ashlee	Instructional Media
Fenn, Matthew	Instructional Coach
Boyd, Leah	Instructional Coach
Collin, Amy	Assistant Principal
Turton, Laverne	Instructional Coach
Delgado, Carmen	Instructional Coach

b. Duties

1. 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.

2. 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.

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches.

Title I, Part C-Migrant
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, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

Title I, Part D
When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II
Professional Development is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III
The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

Title IX
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

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)program is coordinated by our guidance counselor. This program provides food from our pantry, clothing and school supplies as needed.

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 I-Ready are some of the software that our students are able to use to enhance their education. Professional Development is provided for Core Connections, 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, Project Lead the Way, and Orientation to Careers.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Megan Gould	Principal
Henry Santiago	Teacher
Ashley Cornett	Teacher
Marta Calderon	Teacher
Fatima Rodriguez	Education Support Employee

b. Duties

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

a. Evaluation of last year's school improvement plan

SAC will meet to discussed the FSA/FCAT/District Assessment scores and School grade. Based on that, new goals will be established for the 2016-2017 school year. Committee will meet and discuss data concerning Early Warning Signals for the students and how to better serve them.

b. 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.

c. 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.

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

The total amount of funds available for the 2015-2016 school year was $10,892.77. Funds were budgeted for mutiple educational programs driven to increase student acheivement.

PENDA- Science intervention porgram
MyOn- Literacy supplemental program

At the present time the funds have not been released for the 2016-2017 school year.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Turton, Laverne	Instructional Coach
Gould, Megan	Assistant Principal
Reid, Nicole	Teacher, K-12
Santiago, Henry	Assistant Principal
Cornett, Ashlee	Instructional Media
Fenn, Matthew	Instructional Coach
Collin, Amy	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

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.
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D. 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).

1. 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 82 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.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teacher will participate in training for Middle Years Program unit planning, where they will break down the state standards and created units. Teachers also participate in weekly 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.

b. Instructional Strategies

1. 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.

2. 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 I-Ready (Math and Reading) for Pre and Post tests. Students are assess 3 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.

2. Student Transition and Readiness

a. 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).

1. 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.

b. College and Career Readiness

1. 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.

2. 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, Project Lead the Way, Computing for College and Careers, and Introduction to Information Technology.

3. 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.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for
the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the
school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as
determined by situational awareness of, and research conducted by, the stakeholders involved in the needs
assessment.

C. Strategic Goals

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.   The entire system, including individuals at all levels, works to build strong relationships with families and communities to support learning.

G2.   All teachers will implement best practices, strategies, and standards based instruction in their classrooms with fidelity and collaborate through professional learning communities.

Strategic Goals Detail

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

G1. The entire system, including individuals at all levels, works to build strong relationships with families and communities to support learning. 1a

🔍 G085424

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	15.0

Targeted Barriers to Achieving the Goal 3

- Inadequate methods/means to reach parents: Wrong phone numbers, wrong email, address, etc.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Technology Connections: Outdial, Website, Focus, Remind 101, School Facebook, Monthly Newsletter, Billboard, Twitter

- Already existing School Events: Performances, Award nights & Progress Report Nights

- SAC Meetings scheduled

Plan to Monitor Progress Toward G1. 8

More parent surveys will be completed due to increase in effective communication.

Person Responsible
Amy Collin

Schedule
Quarterly, from 8/10/2016 to 5/1/2017

Evidence of Completion
parent suveys

G2. All teachers will implement best practices, strategies, and standards based instruction in their classrooms with fidelity and collaborate through professional learning communities. `1a`

🔑 G085425

Targets Supported `1b`

Indicator	Annual Target
Algebra I EOC Pass Rate	100.0
FSA Mathematics Achievement	45.0
FSA ELA Achievement	55.0
FCAT 2.0 Science Proficiency	48.0
Civics EOC Pass	83.0
ELA/Reading Gains	60.0
Math Gains	50.0
Math Lowest 25% Gains	40.0
ELA/Reading Lowest 25% Gains	55.0
Geometry EOC Pass Rate	100.0
Bio I EOC Pass	100.0

Targeted Barriers to Achieving the Goal `3`

- Time and resources needed to unpack and gain a clear understanding of requirements/specs of standard expectations.

- Students need content foundational skills.

- Consistantancy in collaboration through professional learning communities.

- How to effectively analyze and use student data to drive instruction.

- Teachers need additional professional development on effective strategies and practices.

- Provide teachers resources and training on implementation of accommodations/interventions for students.

- Training and time for MYP unit plans, approaches to learning, assessments, and standards based grading.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- All students will be tested using the I-ready assessment which will give teachers information on each student's instructional 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 FSA.

- Professional development for teachers on Math Solutions,core connections, PLC's, WICOR, strategies, MYP, and standards.

- Instructional Coaches, ESOL Compliance Specialists and Resource Compliane Specialist

- I-Ready Data

- Focus Reports

Plan to Monitor Progress Toward G2. `8`

Use I-Ready Data, PLC minutes, formative assessments, and classroom observations.

Person Responsible
Megan Gould

Schedule
Weekly, from 8/3/2016 to 5/31/2017

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

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. The entire system, including individuals at all levels, works to build strong relationships with families and communities to support learning. 1

🔑 G085424

G1.B1 Inadequate methods/means to reach parents: Wrong phone numbers, wrong email, address, etc. 2

🔑 B227196

G1.B1.S1 Have updated Student address and contact information in Focus 4

🔑 S239706

Strategy Rationale

With current updated information, connection to teachers will be more successful

Action Step 1 5

Beginning of the year contact forms go home & Treasure Chest dollars for teachers that recevie 100% return of Contact forms.

Person Responsible

Henry Santiago

Schedule

On 8/17/2016

Evidence of Completion

Returned contact forms

Action Step 2 5

Training teachers on how to retrieve student contact information & documenting contact with the family in Focus

Person Responsible

Amy Collin

Schedule

On 8/17/2016

Evidence of Completion

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

Student forms will be collected and checked off for completion

Person Responsible

Henry Santiago

Schedule

On 8/31/2016

Evidence of Completion

teacher checklist

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

Student Documentation Tab will be monitored to verify working phone numbers.

Person Responsible

Amy Collin

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

FOCUS reports

G1.B1.S2 Consistent use of communication methods (Remind 101, website, etc.) 4

S239707

Strategy Rationale

If we send out important information consistently, parents will anticipate and respond to the information more often.

Action Step 1 5

Message sent to families via technology routes (Facebook, Twitter, Remind 101) regarding upcoming events and notices.

Person Responsible

Amy Collin

Schedule

Evidence of Completion

Record of notices

Action Step 2 5

Create Social Media handout for Open House and other parent events.

Person Responsible

Amy Collin

Schedule

On 8/5/2016

Evidence of Completion

Flyer will be present at Open House and all family events.

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

Tracking of messages sent out.

Person Responsible

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Print out of messages sent/ date

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

Informal parent surveys & conversations on communication effectiveness

Person Responsible

Amy Collin

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

survey results

G2. All teachers will implement best practices, strategies, and standards based instruction in their classrooms with fidelity and collaborate through professional learning communities. [1]

🔑 G085425

G2.B1 Time and resources needed to unpack and gain a clear understanding of requirements/specs of standard expectations. [2]

🔑 B227199

G2.B1.S1 Professional Development on standards and specifications. [4]

🔑 S239710

Strategy Rationale

Teachers need to be able match the taught curriculum to the written curriculum.

Action Step 1 [5]

Teachers will attend school based and district professional development.

Person Responsible

Amy Collin

Schedule

Quarterly, from 8/3/2016 to 5/31/2017

Evidence of Completion

training logs from professional development

Action Step 2 [5]

PLC's focusing on standards and item specs

Person Responsible

Megan Gould

Schedule

Monthly, from 8/3/2016 to 5/31/2017

Evidence of Completion

PLC sign in sheets, minutes, and agenda

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

Administration will look for activities that align to standard based instruction.

Person Responsible

Megan Gould

Schedule

Monthly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Observation data, unit plans, assessments, and meetings with admin.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Admin meetings with department to discuss concerns, issues, and I-Ready Data.

Person Responsible

Megan Gould

Schedule

Monthly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Notes from meeting, Data Reports

G2.B1.S2 PLC's, where teachers are planning for common assessments, grading practices, unpacking standards and units. 4

🔑 S239711

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

Amy Collin

Schedule

Daily, from 8/3/2016 to 5/31/2017

Evidence of Completion

Master Schedule

Action Step 2 5

PLC schedule for school year with production tasks for teachers outlined.

Person Responsible

Megan Gould

Schedule

Weekly, from 8/3/2016 to 5/31/2017

Evidence of Completion

PLC schedule and Unit plans

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

Administration and leadership team lead and attend PLC's on standards based unit planning.

Person Responsible

Amy Rousch

Schedule

Quarterly, from 8/3/2016 to 5/31/2017

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Unit plans will be examined for activities, practice, and assessments that align and support the depth of the state standards.

Person Responsible

Amy Rousch

Schedule

Every 6 Weeks, from 8/3/2016 to 5/31/2017

Evidence of Completion

completed unit plans.

G2.B2 Students need content foundational skills. 2

🔑 B227200

G2.B2.S1 Teachers will work collaboratively to plan thier unit by sharing ideas and inplmentation strategies as well as activities. The FSA test specs and Florida State standards will be incorporated into the lessons. Weekly planning meetings and reflections will be used to monitor the process. 4

🔑 S239712

Strategy Rationale

Provide students with standard essentials to the depth of the standard.

Action Step 1 5

MYP lesson planning

Person Responsible

Amy Rousch

Schedule

Every 6 Weeks, from 8/3/2016 to 5/31/2017

Evidence of Completion

Completed units

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

Revision and reflections of unit MYP plans

Person Responsible

Amy Rousch

Schedule

Every 6 Weeks, from 8/3/2016 to 5/31/2017

Evidence of Completion

Check for modifications and reflections

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

Walkthroughs, PLC's, Teacher/ Instructional Coach conferences

Person Responsible

Megan Gould

Schedule

Monthly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Results from Common assessments, classroom observations, and reflections

G2.B4 How to effectively analyze and use student data to drive instruction. `2`

🔑 B227202

G2.B4.S1 Model and lead data chats that analyze student data and connect to instruction. `4`

🔑 S239714

Strategy Rationale

Examples will allow teachers to learn the process effectively.

Action Step 1 `5`

Provide teachers with Data Chat opportunities that will allow them to make strategic decisions.

Person Responsible

Matthew Fenn

Schedule

Quarterly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Student interventions, proficient grades.

Plan to Monitor Fidelity of Implementation of G2.B4.S1　6

Teacher data information will be presented and desegregated to show student proficiency in essential standards.

Person Responsible

Matthew Fenn

Schedule

Quarterly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Data reflecting student proficiency.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1　7

As PLC, we will find data trends and adjust instruction accordingly.

Person Responsible

Henry Santiago

Schedule

Monthly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Student data logs showing trends, classroom data information showing trends, and I - Ready reports

G2.B5 Teachers need additional professional development on effective strategies and practices. 2

B227203

G2.B5.S1 Teachers will get district and in school training on effective strategies. 4

S239715

Strategy Rationale

Teachers need an opportunity to learn and and implement proven strategies.

Action Step 1 5

Provide teacher with professional development on research based strategies and practices.

Person Responsible

Megan Gould

Schedule

Weekly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Professional Development Agenda and logs.

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Leadership team will conduct Observations, reflect on Lesson Plans, and collaborate through PLC's.

Person Responsible

Megan Gould

Schedule

Weekly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Unit Plans, Observation Reflections, and PLC notes

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 `7`

We will use District and Teacher Assessments, I-Ready, MYP Assessments data.

Person Responsible

Matthew Fenn

Schedule

Monthly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Positive Data Trends

G2.B6 Provide teachers resources and training on implementation of accommodations/interventions for students. `2`

🔑 B227204

G2.B6.S1 Various resources and training opportunities to inform teachers on how to better serve our ESE/ELL students. `4`

🔑 S239716

Strategy Rationale

Teachers need additional support for implementing and understanding ELL/ESE accommodations.

Action Step 1 `5`

Staff training, accommodations guide sheets, online resources, ELL/ESE code/class sheets, modeling.

Person Responsible

Carmen Delgado

Schedule

Quarterly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Training logs, attendance sheets and unit plans

Plan to Monitor Fidelity of Implementation of G2.B6.S1 `6`

Teachers will meet in PLC's to discuss implementation strategies, and data of ELL/ESE accommodations and students.

Person Responsible

Megan Gould

Schedule

Monthly, from 8/3/2016 to 5/31/2017

Evidence of Completion

PLC minutes and notes and training logs

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 `7`

Classroom walkthroughs

Person Responsible

Megan Gould

Schedule

Monthly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Walkthrough data

G2.B7 Training and time for MYP unit plans, approaches to learning, assessments, and standards based grading. 2

🔍 B227205

G2.B7.S1 Teachers will collaborate in Professional Learning Communities and professional development on MYP and Unit Plans. 4

🔍 S239717

Strategy Rationale

When teachers collaborate and are trained in MYP, they can create standards based unit plans.

Action Step 1 5

Teachers will collaborate on a weekly basis to complete unit plans.

Person Responsible

Amy Rousch

Schedule

Quarterly, from 8/3/2016 to 5/31/2017

Evidence of Completion

MYP Unit Plans

Action Step 2 5

Teachers will be given feedback on their units in order to address MYP requirements and ensure activities are to the depth of the standard.

Person Responsible

Amy Rousch

Schedule

Monthly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Unit Plan Reflection input

Plan to Monitor Fidelity of Implementation of G2.B7.S1 `6`

Unit plan are reviewed and feedback is given by leadership team.

Person Responsible

Amy Collin

Schedule

Monthly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Teachers will sub,it collaborative plan to administration.

Plan to Monitor Effectiveness of Implementation of G2.B7.S1 `7`

PLC collaboration, observations, unit plan reflections

Person Responsible

Amy Collin

Schedule

Monthly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Unit Plan and PLC notes

Plan to Monitor Effectiveness of Implementation of G2.B7.S1 `7`

PLC collaboration, observations, unit plan reflections

Person Responsible

Amy Collin

Schedule

Monthly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Unit Plan and PLC notes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B1.S2.A1 A310389	Message sent to families via technology routes (Facebook, Twitter, Remind 101) regarding upcoming...	Collin, Amy	No Start Date	Record of notices	No End Date weekly
G1.B1.S2.A2 A310390	Create Social Media handout for Open House and other parent events.	Collin, Amy	7/13/2016	Flyer will be present at Open House and all family events.	8/5/2016 one-time
G1.B1.S1.A2 A310388	Training teachers on how to retrieve student contact information & documenting contact with the...	Collin, Amy	8/10/2016		8/17/2016 one-time
G1.B1.S1.A1 A310387	Beginning of the year contact forms go home & Treasure Chest dollars for teachers that recevie 100%...	Santiago, Henry	8/10/2016	Returned contact forms	8/17/2016 one-time
G1.B1.S1.MA1 M318031	Student forms will be collected and checked off for completion	Santiago, Henry	8/10/2016	teacher checklist	8/31/2016 one-time
G1.MA1 M318036	More parent surveys will be completed due to increase in effective communication.	Collin, Amy	8/10/2016	parent suveys	5/1/2017 quarterly
G2.B5.S1.MA1 M318046	Leadership team will conduct Observations, reflect on Lesson Plans, and collaborate through PLC's.	Gould, Megan	8/3/2016	Unit Plans, Observation Reflections, and PLC notes	5/31/2017 weekly
G2.B1.S1.MA1 M318038	Administration will look for activities that align to standard based instruction.	Gould, Megan	8/3/2016	Observation data, unit plans, assessments, and meetings with admin.	5/31/2017 monthly
G2.B1.S1.A1 A310392	Teachers will attend school based and district professional development.	Collin, Amy	8/3/2016	training logs from professional development	5/31/2017 quarterly
G2.B1.S1.A2 A310393	PLC's focusing on standards and item specs	Gould, Megan	8/3/2016	PLC sign in sheets, minutes, and agenda	5/31/2017 monthly
G2.B2.S1.MA1 M318041	Walkthroughs, PLC's, Teacher/ Instructional Coach conferences	Gould, Megan	8/3/2016	Results from Common assessments, classroom observations, and reflections	5/31/2017 monthly
G2.B2.S1.MA1 M318042	Revision and reflections of unit MYP plans	Rousch, Amy	8/3/2016	Check for modifications and reflections	5/31/2017 every-6-weeks
G2.B2.S1.A1 A310396	MYP lesson planning	Rousch, Amy	8/3/2016	Completed units	5/31/2017 every-6-weeks
G2.B4.S1.MA1 M318043	As PLC, we will find data trends and adjust instruction accordingly.	Santiago, Henry	8/3/2016	Student data logs showing trends, classroom data information showing trends, and I - Ready reports	5/31/2017 monthly
G2.B4.S1.MA1 M318044	Teacher data information will be presented and desegregated to show student proficiency in...	Fenn, Matthew	8/3/2016	Data reflecting student proficiency.	5/31/2017 quarterly
G2.B4.S1.A1 A310398	Provide teachers with Data Chat opportunities that will allow them to make strategic decisions.	Fenn, Matthew	8/3/2016	Student interventions, proficient grades.	5/31/2017 quarterly
G2.B5.S1.MA1 M318045	We will use District and Teacher Assessments, I-Ready, MYP Assessments data.	Fenn, Matthew	8/3/2016	Positive Data Trends	5/31/2017 monthly
G2.B1.S1.MA1 M318037	Admin meetings with department to discuss concerns, issues, and I-Ready Data.	Gould, Megan	8/3/2016	Notes from meeting, Data Reports	5/31/2017 monthly
G2.B5.S1.A1 A310399	Provide teacher with professional development on research based strategies and practices.	Gould, Megan	8/3/2016	Professional Development Agenda and logs.	5/31/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B6.S1.MA1 M318047	Classroom walkthroughs	Gould, Megan	8/3/2016	Walkthrough data	5/31/2017 monthly
G2.B6.S1.MA1 M318048	Teachers will meet in PLC's to discuss implementation strategies, and data of ELL/ESE...	Gould, Megan	8/3/2016	PLC minutes and notes and training logs	5/31/2017 monthly
G2.B6.S1.A1 A310400	Staff training, accommodations guide sheets, online resources, ELL/ESE code/class sheets, modeling.	Delgado, Carmen	8/3/2016	Training logs, attendance sheets and unit plans	5/31/2017 quarterly
G2.B7.S1.MA1 M318049	PLC collaboration, observations, unit plan reflections	Collin, Amy	8/3/2016	Unit Plan and PLC notes	5/31/2017 monthly
G2.B7.S1.MA1 M318050	PLC collaboration, observations, unit plan reflections	Collin, Amy	8/3/2016	Unit Plan and PLC notes	5/31/2017 monthly
G2.B7.S1.MA1 M318051	Unit plan are reviewed and feedback is given by leadership team.	Collin, Amy	8/3/2016	Teachers will sub,it collaborative plan to administration.	5/31/2017 monthly
G2.B7.S1.A1 A310401	Teachers will collaborate on a weekly basis to complete unit plans.	Rousch, Amy	8/3/2016	MYP Unit Plans	5/31/2017 quarterly
G2.B7.S1.A2 A310402	Teachers will be given feedback on their units in order to address MYP requirements and ensure...	Rousch, Amy	8/3/2016	Unit Plan Reflection input	5/31/2017 monthly
G1.B1.S2.MA1 M318032	Informal parent surveys & conversations on communication effectiveness	Collin, Amy	8/10/2016	survey results	5/31/2017 quarterly
G1.B1.S2.MA1 M318033	Tracking of messages sent out.		8/10/2016	Print out of messages sent/ date	5/31/2017 monthly
G1.B1.S1.MA1 M318030	Student Documentation Tab will be monitored to verify working phone numbers.	Collin, Amy	8/10/2016	FOCUS reports	5/31/2017 monthly
G2.MA1 M318052	Use I-Ready Data, PLC minutes, formative assessments, and classroom observations.	Gould, Megan	8/3/2016	Minutes, PLC's , student engagement, peer observations, lesson plans, assessment data	5/31/2017 weekly
G2.B1.S2.MA1 M318039	Unit plans will be examined for activities, practice, and assessments that align and support the...	Rousch, Amy	8/3/2016	completed unit plans.	5/31/2017 every-6-weeks
G2.B1.S2.MA1 M318040	Administration and leadership team lead and attend PLC's on standards based unit planning.	Rousch, Amy	8/3/2016	Unit Plans will be turned in for review by an administrator.	5/31/2017 quarterly
G2.B1.S2.A1 A310394	Common Planning must be scheduled in the master schedule	Collin, Amy	8/3/2016	Master Schedule	5/31/2017 daily
G2.B1.S2.A2 A310395	PLC schedule for school year with production tasks for teachers outlined.	Gould, Megan	8/3/2016	PLC schedule and Unit plans	5/31/2017 weekly

V. Professional Development Opportunities

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

G1. The entire system, including individuals at all levels, works to build strong relationships with families and communities to support learning.

G1.B1 Inadequate methods/means to reach parents: Wrong phone numbers, wrong email, address, etc.

G1.B1.S1 Have updated Student address and contact information in Focus

PD Opportunity 1

Training teachers on how to retrieve student contact information & documenting contact with the family in Focus

Facilitator

Amy Collin, Maria Gill

Participants

Voluntary to all teachers, mandatory for new teachers

Schedule

On 8/17/2016

G2. All teachers will implement best practices, strategies, and standards based instruction in their classrooms with fidelity and collaborate through professional learning communities.

G2.B1 Time and resources needed to unpack and gain a clear understanding of requirements/specs of standard expectations.

G2.B1.S1 Professional Development on standards and specifications.

PD Opportunity 1

Teachers will attend school based and district professional development.

Facilitator

District Resource, Leah Boyd, Matthew Fenn, Laverne Turton, Amy Rousch

Participants

Parkway Teachers

Schedule

Quarterly, from 8/3/2016 to 5/31/2017

G2.B2 Students need content foundational skills.

G2.B2.S1 Teachers will work collaboratively to plan thier unit by sharing ideas and inplmentation strategies as well as activities. The FSA test specs and Florida State standards will be incorporated into the lessons. Weekly planning meetings and reflections will be used to monitor the process.

PD Opportunity 1

MYP lesson planning

Facilitator

IB Coordinator, Administration, and Instructional coaches

Participants

Teachers

Schedule

Every 6 Weeks, from 8/3/2016 to 5/31/2017

G2.B4 How to effectively analyze and use student data to drive instruction.

G2.B4.S1 Model and lead data chats that analyze student data and connect to instruction.

PD Opportunity 1

Provide teachers with Data Chat opportunities that will allow them to make strategic decisions.

Facilitator

Fenn

Participants

Teachers

Schedule

Quarterly, from 8/3/2016 to 5/31/2017

G2.B5 Teachers need additional professional development on effective strategies and practices.

G2.B5.S1 Teachers will get district and in school training on effective strategies.

PD Opportunity 1

Provide teacher with professional development on research based strategies and practices.

Facilitator

Leadership Team

Participants

Parkway Teachers

Schedule

Weekly, from 8/3/2016 to 5/31/2017

G2.B6 Provide teachers resources and training on implementation of accommodations/interventions for students.

G2.B6.S1 Various resources and training opportunities to inform teachers on how to better serve our ESE/ELL students.

PD Opportunity 1

Staff training, accommodations guide sheets, online resources, ELL/ESE code/class sheets, modeling.

Facilitator

Carmen Delgado/ Carla Keenum and District ELL/ESE Resource Personnel

Participants

All staff

Schedule

Quarterly, from 8/3/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Beginning of the year contact forms go home & Treasure Chest dollars for teachers that recevie 100% return of Contact forms.	$0.00
2	G1.B1.S1.A2	Training teachers on how to retrieve student contact information & documenting contact with the family in Focus	$0.00
3	G1.B1.S2.A1	Message sent to families via technology routes (Facebook, Twitter, Remind 101) regarding upcoming events and notices.	$0.00
4	G1.B1.S2.A2	Create Social Media handout for Open House and other parent events.	$0.00
5	G2.B1.S1.A1	Teachers will attend school based and district professional development.	$0.00
6	G2.B1.S1.A2	PLC's focusing on standards and item specs	$0.00
7	G2.B1.S2.A1	Common Planning must be scheduled in the master schedule	$0.00
8	G2.B1.S2.A2	PLC schedule for school year with production tasks for teachers outlined.	$0.00
9	G2.B2.S1.A1	MYP lesson planning	$0.00
10	G2.B4.S1.A1	Provide teachers with Data Chat opportunities that will allow them to make strategic decisions.	$0.00
11	G2.B5.S1.A1	Provide teacher with professional development on research based strategies and practices.	$0.00
12	G2.B6.S1.A1	Staff training, accommodations guide sheets, online resources, ELL/ESE code/class sheets, modeling.	$0.00
13	G2.B7.S1.A1	Teachers will collaborate on a weekly basis to complete unit plans.	$0.00
14	G2.B7.S1.A2	Teachers will be given feedback on their units in order to address MYP requirements and ensure activities are to the depth of the standard.	$0.00
		Total:	$0.00