



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Parkway Middle School learning community	37-68197-6038558	June 2, 2021	June 15, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Our School Plan for Student Achievement (SPSA) aligns with the District's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activity(ies) can be referenced in the current LCAP. The district's LCAP is the foundation for all expenditures incurred by the District. Based on the needs assessment and goals found in the LCAP, the school will utilize federal funds, when applicable, to supplement base funding in accordance with the purpose and goals of each specific goal. Federal funds, if received, will be used as outlined in the School Plan for Student Achievement to purchase supplemental materials not part of the adopted standards aligned curriculum and core base programs.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Our school's comprehensive needs assessment included the solicitation of input and feedback from our stakeholders (parents, teachers, staff, etc.). In a typical school year, we would distribute an annual parent survey to gather data regarding the climate and safety of the school and to solicit input about the strengths and areas for growth of the many programs and services we offer. Due to the closure of our school from March 2020-April 2021, we felt it was necessary to distribute numerous surveys and make other types of connections throughout the 2020-21 school year to continue to meet the changing needs of our students, families, and staff.

Consultations and connections with our stakeholders took place through virtual Zoom meetings, online surveys, phone conversations, and student home visits (when possible) and allowed us to assess our educational program, academic supports, social-emotional and behavioral supports, parent engagement, and school connectedness. We expedited the stakeholder engagement cycle due to Covid-19 and immediately reviewed the data in order to implement changes to our practices in support of our students, their families, and our staff. A parent survey will be conducted closer to the end of the school year.

As our 2020-21 school year began, our first priority was to ensure the safety of our learning community, technology needs, and to provide food and resources to our families. As such, our first surveys revolved around the basic needs of our students and their families. Once those basic needs were addressed, subsequent surveys were distributed.

Surveys sent in preparation for or during the 2020-21 school year included (but were not limited to) topics such as :

- Student Technology Needs
- Student/Family Community Resources Needs
- Student Learning Options (Online/Hybrid)
- Student Transportation/Childcare Needs
- Staff Technology Needs
- Staff Reopening Questions/Concerns
- Staff Classroom Needs (desk partitions, etc.)

Parent data indicated a desire for more support for struggling students, more printed materials, longer virtual instructional days, more consistent hours from classroom to classroom (in consideration of siblings' schedules), and a uniform Learning Management System (LMS) for teachers to use. Teacher data displayed the desire for more training and direction in providing instruction for students in the virtual model. All stakeholders shared comments about the safety needed when returning to in-person learning.

The Extended School Services (ESS) program is housed on our campus and provides before and after school childcare in an academic and recreational setting. ESS also distributed parent surveys to participating families at our school site. The survey provides a method of monitoring needs and strengths of the program. Results are shared with all ESS employees and action plans are developed and put in place to address growth opportunities.

Highlights from this year's data include an overwhelmingly positive response from parents regarding child safety. Over 95% of parents surveyed feel that the ESS program provides a safe and happy environment for their child(ren). Additionally, 94% of parents surveyed feel that they have a clear understanding of the policies and guidelines that are in place to help prevent the spread of COVID-19. Over 90% of parents agree that the ESS team interacts positively with children and effectively communicates with parents regarding program activities and schedules. There was an increase of 4% from last year's survey of parents who feel that the ESS office team are courteous and professional when providing information regarding their account and responding to parent questions. Opportunities for growth within the department include continuing to establish procedures to support students with their asynchronous learning as well as improved parent communications regarding student achievements and struggles.

Our school will continue to solicit input and feedback from our stakeholders and utilize the data to improve the work that we are doing in support of our students, families, and staff.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Daily principal Observations:

To monitor daily instructional practices in order to coach teachers, provide targeted feedback and support, and collect evidence on the professional development needs of staff.

Supervisory Classroom Observations:

Formal teacher evaluations, to evaluate teacher's performance as outlined by the labor contract. These are observation cycles that include both formal and informal observations with feedback meetings.

District Walks:

To collect district or school-wide evidence of progress in the implementation of the SPSA and principal goals – to build coherence, identify strengths, areas for growth, and next steps for professional learning, student support, and teaching and learning across the system.

Principal Network Walks:

To build a common language and understanding of high quality teaching and learning through inquiry and to build a collaborative network that provides feedback and suggestions to the school on a focus area.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Through Professional Learning Communities, teachers analyze both state yearly assessments and district benchmark assessments taken at specific intervals throughout the year. Teachers set goals and modify adopted curriculum and instruction to address students' needs in both classroom instruction and Response to Intervention (RTI) groupings and topics.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers use curriculum-embedded unit, weekly, and daily assessments to monitor student progress toward mastering grade level standards. Formative assessments lead to modifications in instruction to meet the needs of students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Staff at our school site meet the requirements for being highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers and counselors at our school site are properly credentialed.

All teachers will participate in site-based staff development that takes place 1-2 times a month. We believe that building teacher capacity needs to be systematic and collaborative. Professional development is supported with daily interactions with and feedback from the principal. Individuals and collaborative teams identify areas of focus based on student need and site priorities which include: increasing the amount and rigor of student talk in the online zoom environment, providing social emotional support to students facing the challenges of Covid-19 challenges, and a building exploration of the texts *Making Thinking Visible* and *Creating Cultures of Thinking* by Dr. Ron Ritchhart.

A group of Parkway teachers/staff is also participating in a professional development opportunity through the High Tech High Graduate School and connected to the California Math Project from UCSD. This work is focused on improving the academic identities of historically marginalize student subgroups and the integration of equity driven practices. This project has the possibility of continuing for 5 years and will be implemented more systematically and school wide in the coming years.

Additionally, teachers can participate in district offerings to supplement site professional development. Teachers are currently afforded the opportunity to participate in professional development online; however, when in-person learning restrictions are lifted, educators will have the opportunity to participate in face-to-face and blended professional development. Online courses have included:

- Academic Conversations 1.0
- Building Sentences for English Learners
- Google Classroom 2.0
- Increase Student Engagement, Decrease Challenging Behaviors
- Inquiry and Collaboration Techniques from a Distance
- Intro to Zoom
- Khan Academy Course Mastery for Asynchronous Math Support
- Lexia/PowerUp: Data, Instruction, Resources
- Making PDFs and Worksheets Interactive in Google Classroom
- Math in a Hybrid World
- NGSS 101: Intro to the Crosscutting Concepts
- Responding to Behavior Escalation
- Student Voice and Engagement
- Trauma and ODD: Information, Strategies, & Supports
- Write to Learn - Reflective Writing
- Zoom for Small Group Instruction

If there are in-person learning restrictions in place due to COVID-19 during the 2021-22 school year, the professional development for our educators will continue to occur online. Regardless of the learning format, our educators are eager to engage in professional development, and the District is committed to providing them with many tools, strategies, and training to support all learning models.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is provided to teachers and other staff to address the identified needs of our students. Areas of need are identified by student achievement data, stakeholder input, and observed areas of need. Growth and improvement are measured through principal classroom walkthrough data and student performance. Needs assessments and feedback are elicited in conjunction with each professional growth offering. Based on the feedback, professional growth is adjusted to increase effectiveness. The District is intentional about providing a through line of professional learning that targets the professional growth of new teachers, developing teachers, teacher leaders, new administrators, and veteran administrators.

All staff development is focused on:

- California Common Core State Standards (CCSS) in English-Language Arts and Literacy in History-Social Studies, Mathematics, and Science (Next Generation Science Standards-NGSS)
- California English Language Development (ELD) Standards
- Implementation of the 5D Framework for High-Quality Teaching and Learning
- Development of strong PLCs
- Research-based classroom instruction and best practices
- Creation and use of assessments to inform and modify instruction
- High quality instruction for distance learning (brought to us with educational research partners Doug Fisher, Nancy Frey, and John Hattie)

Site level professional development includes site learning day presentations and PLC work. Teachers work collaboratively to plan instruction based on essential standards, reflect on lessons, and analyze student work and assessment data, to improve their practice and increase student achievement. Staff development at our school site in the 2021-22 school year will focus on relationship building, concurrent/online teaching, equity driven practices, and culturally responsive pedagogy.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Site-based professional development, grade-level collaboration, principal observation, and feedback/coaching provide on-going assistance and capacity building for teachers. (Response to Intervention support (Resource Teacher, Teachers on Special Assignment, and Special Education support staff) all support classroom instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Each grade-level/department at our school has regularly scheduled meetings to collaborate on the analysis of data, lesson design, and the use of instructional strategies and best practices that work to improve student achievement and performance. Each meeting is designed in professional learning community (PLC) format where each member takes a leadership role and an expectation of reflective conversations surround data analysis, program effectiveness, and "moving the needle" toward student success and achievement. Professional learning communities allow for an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Following the state adoption cycles, the district-provided curriculum materials and instruction are in alignment with the California Content Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes in all subject areas are monitored by the District. All teachers turn in their classroom schedule to school administration to ensure adherence to the District guidelines.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Essential Standards in math and language arts provide a framework for lesson pacing. All students have a copy of each textbook and/or workbook for core curriculum. Student daily schedules are modified to allow for intervention as needed.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Each classroom and student has easy access to adopted curriculum assigned to them in all content areas. The adoption of instructional materials process includes a preview to determine that they are appropriate for the student groups for whom they are purchased.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have State Board of Education adopted materials for their courses, intervention materials (when needed), and access to standards-aligned core courses. Use of materials is monitored by school administration on a daily basis.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students receive Common Core standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. In ELD classes, students are grouped by instructional level, and are assessed and regrouped appropriately. Teachers are required to examine student work samples and meet in subject specific and/or department-level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction, and plan re-instruction accordingly. Intervention action plans are developed when appropriate. The Student Study Team process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family.

Evidence-based educational practices to raise student achievement

Information from state assessments (when available), common assessments, benchmark assessments, needs assessments and surveys, and staff development provide the basis for School Site Council and administrative planning. The use of data to modify and drive instruction with effective evidence-based instructional strategies is our major focus to raise student achievement.

In 2021-22 the following evidence-based educational practices will be employed and focused on to increase and improve student achievement across the campus and across all disciplines:

Professional Learning Communities (PLC)
Positive Behavior Interventions and Supports (PBIS)
Multi-tiered Systems of Support (MTSS)
Second Step Social-Emotional Learning

Parkway Middle School is also using iReady, Delta Math, Imagine Learning, and MobyMax to improve student achievement and to collect valuable student formative/summative assessment data. Teachers have also been introduced to the use of Thinking Routines from the scholarship of Dr. Ron Ritchhart from Harvard University Project Zero. Teachers have also been studying and using pedagogy from scholarship and professional development of Dr. Doug Fisher and his new book the Distance Learning Playbook. A small group of teachers/staff is also participating in the High Tech High CARE Network professional learning project. This HTH CARE Network learning is focused on equity driven practices and improving the academic identity and success of historically marginalized student subgroups.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Opportunities are provided throughout the year so that families can learn to support their children academically and behaviorally.

To support successful school and family interactions, the district is committed to engaging parents through:

- Parent education workshops provided by district staff and local community agencies
- The use of multiple methods of communication (flyers, phone calls, district/school websites) to promote participation
- The continuance of School Site Councils and English Learner Advisory Committees at each site who send a representative from each site to the district-level parent advisory committees, known as the District Advisory Committee and the District English Learner Advisory Committee
- The distribution of a district-wide parent survey with disaggregated results for each site that can lead to improved results
- The maintenance of a district website with current resources available to parents to support them in working with their children's academic, social, and emotional needs
- Enhancing the awareness and skills of teachers, principals, and staff in reaching out to, communicating with, and working with parents as equal partners

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

All stakeholders (parents, community members, teachers, and other school personnel) have an opportunity to give input on the use of federal funds (as applicable) and the implementation of programs. Specifically, at our school site, the members of School Site Council (SSC) and English Language Advisory Council (ELAC) meet to discuss these matters directly with each other. The District holds monthly stakeholder meetings with parents (DELAC and District Advisory Committee (DAC) where district programs are discussed. In addition, the District holds meetings throughout the year with other stakeholder groups (classified staff, certificated staff, administrative staff) to obtain input about district programs.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Our school does not receive any categorical funds.

Fiscal support (EPC)

Our school does not receive any categorical funds.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Feedback and input from key stakeholder groups are critical for the ongoing success of our students. As part of the planning process for the 2021-22 School Plan for Student Achievement (SPSA), school leadership met with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Achievement data (local and state, if available) was shared with these groups and analyzed for trends and patterns of under-performance. That analysis is summarized in the SPSA as the Annual Review at the end of each Goal.

School stakeholder involvement meeting dates were as follows:

- SSC/ELAC #3 Monday, December 16, 4:00 pm
- SSC/ELAC # 4 Wednesday, March 10, 4:00 pm

Feedback from these meetings resulted in the development of goals to be included in the SPSA (Planned Improvement Goals). The District Local Control Accountability Plan (LCAP) was also reviewed to ensure that the Planned Improvement goals of the SPSA aligned with the goals outlined in the District's LCAP.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.36%	%	0.27%	3		2
African American	7.28%	7.9%	8.79%	61	65	66
Asian	3.22%	3.16%	2.8%	27	26	21
Filipino	1.67%	2.55%	2.13%	14	21	16
Hispanic/Latino	39.50%	36.45%	36.09%	331	300	271
Pacific Islander	0.95%	0.97%	0.53%	8	8	4
White	39.26%	39.73%	39.01%	329	327	293
Multiple/No Response	%	%	0%			0
Total Enrollment				838	823	751

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 7	420	402	360
Grade 8	418	421	391
Total Enrollment	838	823	751

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	59	66	48	7.0%	8.0%	6.4%
Fluent English Proficient (FEP)	137	104	95	16.3%	12.6%	12.6%
Reclassified Fluent English Proficient (RFEP)	8	4	12	16.0%	6.8%	18.2%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 7	400	401	395	393	395	393	98.8	98
Grade 8	405	420	404	411	403	411	99.8	97.9
All Grades	805	821	799	804	798	804	99.3	97.9

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 7	2587.7	2568.1	26.33	22.90	43.80	38.17	17.22	21.37	12.66	17.56
Grade 8	2580.9	2595.9	20.84	25.06	35.98	37.23	26.05	22.63	17.12	15.09
All Grades	N/A	N/A	23.56	24.00	39.85	37.69	21.68	22.01	14.91	16.29

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 7	34.94	26.72	46.33	49.11	18.73	24.17
Grade 8	26.80	32.85	47.64	44.04	25.56	23.11
All Grades	30.83	29.85	46.99	46.52	22.18	23.63

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 7	39.75	34.61	48.10	49.62	12.15	15.78
Grade 8	30.02	35.52	53.60	49.64	16.38	14.84
All Grades	34.84	35.07	50.88	49.63	14.29	15.30

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 7	22.03	16.54	65.06	68.19	12.91	15.27
Grade 8	20.60	22.38	66.25	68.86	13.15	8.76
All Grades	21.30	19.53	65.66	68.53	13.03	11.94

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 7	41.77	34.86	48.61	48.85	9.62	16.28
Grade 8	35.24	39.90	47.89	43.07	16.87	17.03
All Grades	38.47	37.44	48.25	45.90	13.28	16.67

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 7	400	401	397	396	397	396	99.3	98.8
Grade 8	405	420	403	413	403	413	99.5	98.3
All Grades	805	821	800	809	800	809	99.4	98.5

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 7	2557.7	2535.4	27.20	20.71	21.16	20.20	26.20	29.55	25.44	29.55
Grade 8	2569.4	2585.3	28.04	32.45	18.36	19.13	22.08	22.52	31.51	25.91
All Grades	N/A	N/A	27.63	26.70	19.75	19.65	24.13	25.96	28.50	27.69

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 7	35.77	26.01	28.72	36.62	35.52	37.37
Grade 8	34.99	35.84	31.02	31.23	34.00	32.93
All Grades	35.38	31.03	29.88	33.87	34.75	35.11

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 7	31.99	22.47	42.07	45.71	25.94	31.82
Grade 8	27.05	33.17	42.68	39.23	30.27	27.60
All Grades	29.50	27.94	42.38	42.40	28.13	29.67

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 7	27.20	20.96	51.89	55.30	20.91	23.74
Grade 8	29.78	35.11	44.67	44.55	25.56	20.34
All Grades	28.50	28.18	48.25	49.81	23.25	22.00

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 7	1542.5	1555.6	1528.8	1547.4	1555.9	1563.2	33	34
Grade 8	1527.0	1590.4	1500.9	1602.8	1552.7	1577.4	22	31
All Grades							55	65

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	33.33	23.53	48.48	47.06	*	26.47	*	2.94	33	34
8	*	35.48	*	38.71	*	25.81	*	0.00	22	31
All Grades	32.73	29.23	43.64	43.08	*	26.15	*	1.54	55	65

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	48.48	55.88	42.42	20.59	*	17.65	*	5.88	33	34
8	*	45.16	54.55	45.16	*	9.68	*	0.00	22	31
All Grades	38.18	50.77	47.27	32.31	*	13.85	*	3.08	55	65

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	42.42	17.65	*	38.24	*	38.24	*	5.88	33	34
8	*	25.81	*	45.16	*	19.35	*	9.68	22	31
All Grades	41.82	21.54	*	41.54	20.00	29.23	20.00	7.69	55	65

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	51.52	11.76	48.48	82.35		5.88	33	34
8	*	35.48	54.55	58.06	*	6.45	22	31
All Grades	41.82	23.08	50.91	70.77	*	6.15	55	65

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	54.55	70.59	36.36	23.53	*	5.88	33	34
8	*	70.97	50.00	29.03	*	0.00	22	31
All Grades	49.09	70.77	41.82	26.15	*	3.08	55	65

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	39.39	20.59	*	55.88	33.33	23.53	33	34
8	*	32.26	*	48.39	*	19.35	22	31
All Grades	38.18	26.15	25.45	52.31	36.36	21.54	55	65

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	20.59	72.73	79.41	*	0.00	33	34
8	*	3.23	*	96.77	*	0.00	22	31
All Grades	32.73	12.31	56.36	87.69	*	0.00	55	65

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic Excellence

LEA/LCAP Goal

LCAP Goal #1 - Achieve

We will increase achievement for all of our students while decreasing performance gaps and educational inequities.

LCAP Goal #3 - Equip

We will equip our students with the tools necessary to realize their fullest potential.

Goal 1

We will ensure high-quality teaching and learning that is standards-aligned and results in mastery for each and every student.

Identified Need

Based on 18-19 SBAC results there is a need for high quality teaching and learning because 7th and 8th students did not meet their goal of increasing the number of students meeting standard by 3% in ELA and Math. SBAC ELA results remained the same for 2017-2018 and 2018-2019 with 62% of students meeting/exceeding standard. SBAC Math results remained the same for 2017-2018 and 2018-2019 with 46% of students meeting/exceeding standard. According to 2019 Fall Dashboard, African American students, English Learners and Socioeconomically Disadvantaged and Students with Disabilities are below standard in English-Language Arts. African American, English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities are below standard in Mathematics. It is clear that PKMS has significant gaps between student subgroups. The focus at PKMS is not only to improve the overall school percentage of student meeting or exceeding, but also to reduce gaps in student achievement between student subgroups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts <ul style="list-style-type: none">Students meeting standard on SBAC will increase 3%.Students performing at or above grade level on i-Ready will increase 3%.Student groups scoring below the school average will show an increase greater than 3%.	(17-18) 62% of students in grades 7-8 met/exceeded standard as measured by SBAC in ELA. (18-19) 62% of students in grades 7-8 met/exceeded standard as measured by SBAC in ELA. (19-20) SBAC data is not available due to the suspension of state testing. (20-21) 28.71% of students performed at or above grade	(17-18) 65% of students in grades 7-8 will meet or exceed standard as measured by SBAC ELA. (18-19) 65% of students in grades 7-8 will meet or exceed standard as measured by SBAC ELA. 35% of students will perform at or above grade level as measured by i-Ready in ELA.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	level as measured by i-Ready in ELA.	
Mathematics <ul style="list-style-type: none"> Students meeting standard on SBAC will increase 3%. Students performing at or above grade level on i-Ready will increase 3%. Student groups scoring below the school average will show an increase greater than 3%. 	<p>(17-18) 46% of students in grades 7-8 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(18-19) 46% of students in grades 7-8 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(19-20) SBAC data is not available due to the suspension of state testing.</p> <p>(20-21) 13.72% of students performed at or above grade level as measured by i-Ready in Mathematics.</p>	<p>(17-18) 49% of students in grades 7-8 will meet or exceed standard as measured by SBAC Mathematics.</p> <p>(18-19) 49% of students in grades 7-8 will meet or exceed standard as measured by SBAC Mathematics.</p> <p>25% of students will perform at or above grade level as measured by i-Ready in Mathematics.</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Develop strong Professional Learning Communities (PLCs). Our PLC is a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the overall achievement of all students.

- Staff meetings, site learning days, and department/grade-level meetings will be used to develop strong PLCs based on the collective responsibility all members of the PLC share for the achievement of all students and to increase effective instruction in each and every classroom.
- PLCs will focus on becoming more effective at delivering LMSV Essential Standards-aligned curriculum and instruction to each and every student.
- Staff will deepen understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention.
- Staff will focus on academic needs of African American students to support them in reaching proficiency on Essential Standards in SBAC ELA and Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Our site will utilize the 5 Dimensions of Teaching and Learning Instructional Framework to develop a common language and shared vision for high-quality instruction.

- Establish a shared understanding and common language for high quality teaching and learning using the Framework for the Five Dimensions of High Quality Teaching and Learning (5Ds).
- Classroom walk-throughs to observe analyze and calibrate evidence of high quality teaching and learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will focus on aligning curriculum, instructional practice, and assessment with LMSV Essential Standards.

- Teachers will use District developed resources to inform instructional decisions around assessment design and best instructional practice in alignment with LMSV Essential Standards.
- Staff meetings, site learning days, department/grade-level meetings, and release days will be used to support teachers in deepening their understanding of ELA & Math essential standards through standards unwrapping, defining grade-level mastery of essential standards, and engaging in backwards planning.
- Department/grade-level teams will use standards unwrapping resources to identify targets, determine formative assessments, and plan instruction.
- Department/grade level teams will utilize the Teaching-Assessing Cycle to develop Common Formative/Summative Assessments tied to Essential Standards to inform both teachers and students on growth towards proficiency.
- Teachers will participate in professional development to fortify math content knowledge and increase math instruction expertise.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

We will implement a school-wide system of differentiated instruction and interventions to meet the needs of all students.

- Department/grade-level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan re-teaching and intervention to ensure mastery of ELA & Math essential standards.
- Department/grade-level teams will plan and implement Tier 2 interventions for students not mastering essential ELA & Math standards.
- Department/grade level teams will use Common Formative Assessments to place students in WIN Time Intervention to address academic needs in small group settings.
- Students in grades 7-8 reading below grade level will receive one period of Flex Literacy reading daily. Progress will be monitored using Flex Literacy.
- SBAC and District benchmark data will be analyzed by Principal, Assistant Principal, and Counselor to determine placement in intervention program(s) (Flex, Imagine Math etc.) with initial placement made in August of the new school year and reviewed after each program benchmark assessment.
- The Instruction and Data Support teacher will work to support instructional teams with instructional best practices and evidence based interventions.
- The Instruction and Data Support teacher will analyze data to identify school-wide, grade level, and student areas of strength and areas of need.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The accomplishment of Goal #1 is connected to the challenges PKMS faced all year due to the Covid-19 Closures. However, as a school the use of PLC practices and organizational structures were maintained all year. The use of PLC allowed for teachers to meet in department/content area teams to support each other as teachers school wide implemented the use of Google Classroom and Zoom to support effective distance learning for all students. This planning and collaboration time was vital in successfully creating an effective online/distance learning program at Parkway Middle School.

The administration continued to study and implement the use of the 5D Teaching and Learning Framework to offer productive feedback to teachers navigating the new realm of distance learning. The language of the 5D Framework assisted in named specific aspect of pedagogy and classroom culture that help further promote effective teaching in vital classrooms. One particular area of focus was an effort to guide teachers to promote more student talk and dialogue during zoom calls.

The focus on essential standards helped teachers hone in on important concepts and skills. During a very turbulent school year the ability to focus on essential standards, common pacing guides, and systematic curricular focus aided in creating more effective digital learning lessons in both the synchronous and asynchronous environments.

The continued use of WIN time (What I need time) as an intervention to support struggling students was seen as a very positive action PKMS took as a school to address the difficulties of online learning. WIN time was offered 4 days a week and open to all students. PKMS also employed the use of in-person small group instruction most of the school year. While most kids remained at home in distance learning, a handful of students, identified through communication with teachers, came to school 2 to 4 days a week to receive extended support. As distance learning came to a close in April, PKMS was able to support approximately 80 kids using in-person small groups. The administration and school site counselor and social worker also did more home visits than any previous year. These home visits were designed to support families so that students would be more engaged in online learning and more likely to be successful.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences in what was allocated and what we eventually spent to support the accomplishment of the goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Department and Grade level teams continued to meet regularly as PLCs during the afternoons each Monday. Teachers participated in Site Learning Days/Professional Development during the afternoons on several Mondays throughout the year. A significant portion of Site Learning Day time was dedicated to pedagogical learning that would help improve distance learning. Teachers continued posting the Four Questions of PLC for students and worked hard to maintain the fidelity of the PLC process during the challenging pandemic school year. The continued use of Solution Tree Global Professional Development resources was utilized to increase teacher understanding of

writing SMART Goals, creating Common Formative Assessments (CFA), and using CFA data to determine which students need intervention to reach proficiency on Essential Standards. We will continue these strategies in the coming year.

Teachers continued to implement the Teaching-Assessing Cycle - Develop Common Formative/Summative Assessments and use assessment data to determine intervention and enrichment needs of all students.

PKMS continued to provide more adult learning on the 5D Framework. The School Principal and Assistant Principal completed formal and informal observations and coaching using the language of the 5D Framework.

Full implementation of Study Sync in all ELA classrooms continued. ELA teachers increased the use of CFAs and data analysis to drive interventions within the classroom setting and also during WIN Time.

Full implementation of CPM Math continued in all Math classrooms.

WIN Time was retained, despite the challenges of Covid-19 and distance learning. WIN Time was offered 4 times a week to all students. Teachers invited students to WIN Time and communicated with families if a student needed to attend WIN Time for extra support, but WIN Time was also open to all students who needed help in any particular subject.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Closing the Achievement Gap

LEA/LCAP Goal

LCAP Goal #1 - Achieve

We will increase achievement for all of our students while decreasing performance gaps and educational inequities.

Goal 2

As a school committed to high levels of learning and achievement for all students, we will remain focused on the underperforming student groups and put systems and supports in place to ensure their success.

Identified Need

Overall SBAC/CAASPP data and California Dashboard data from 2019 indicates that at Parkway Middle School all students are 25.4 points above standard in ELA and that all students are 13.3 points below standard - 2019 was the last year students took the assessments due to the Covid-19 pandemic. When focusing on significant subgroups, there are clear achievement gaps and areas of growth. Socioeconomically Disadvantaged students decreased on their 18-19 SBAC results in ELA. For Socioeconomically Disadvantaged students, ELA went from 51% met/exceeded to 41% met/exceeded. For the same students, math increased slightly from 29% met/exceeded to 30% met/exceeded. African American, English Learners, Socioeconomically Disadvantaged and Students with Disabilities are below standard on the ELA Dashboard. All of those subgroups, plus Hispanic students, are below standard on the Math Dashboard. Furthermore, all of these subgroups are significantly lower when compared to White students. For example, the California Dashboard for the year of 2019, shows that White students at Parkway Middle School were 51.2 points above standard, placing them in the blue quadrant. African American students at Parkway Middle School were 35.8 points below standard and in the orange quadrant. This is a significant gap and an identified area of need. Similar trends occur between White students and other subgroups at Parkway Middle School in both ELA and Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress <ul style="list-style-type: none">We will increase the percentage of students making progress toward English proficiency, or we will maintain the percentage of students at the highest level of English Proficiency (Level 4) as measured	62.3% of English Learners made progress toward English proficiency or maintained status at the highest level of English Proficiency (Level 4).	67% of English Learners will make progress toward English proficiency or will maintain status at the highest level of English Proficiency. (Level 4).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
by the ELPAC and the 6 levels of the English Learner Progress Indicator.		
<p>Socioeconomically Disadvantaged</p> <ul style="list-style-type: none"> We will increase the percentage of Socioeconomically Disadvantaged students who meet standard as measured by SBAC. We will increase the percentage of students performing at or above grade level on i-Ready in ELA. We will increase the percentage of students performing at or above grade level on i-Ready in Mathematics 	<p>(17-18) 51% of Socioeconomically Disadvantaged students in grades 7-8 met/exceeded standard as measured by SBAC in ELA. 29% of Socioeconomically Disadvantaged students in grades 7-8 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(18-19) 41% of Socioeconomically Disadvantaged students in grades 7-8 met/exceeded standard as measured by SBAC in ELA.</p> <p>(18-19) 30% of Socioeconomically Disadvantaged students in grades 7-8 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(19-20) SBAC data is not available due to the suspension of state testing.</p> <p>(20-21) 24.72% of Socioeconomically Disadvantaged students performed at or above grade level as measured by i-Ready in ELA.</p> <p>(20-21) 11.8% of Socioeconomically Disadvantaged students performed at or above grade level as measured by i-Ready in Mathematics.</p>	<p>54% of Socioeconomically Disadvantaged students in grades 7-8 will meet/exceed standard as measured by SBAC in ELA.</p> <p>33% of Socioeconomically Disadvantaged students in grades 7-8 will meet/exceed standard as measured by SBAC in Mathematics.</p> <p>(19-20) SBAC data is not available due to the suspension of state testing.</p> <p>(21-22) 34% of Socioeconomically Disadvantaged students will perform at or above grade level as measured by i-Ready in ELA.</p> <p>(21-22) 21% of Socioeconomically Disadvantaged students will perform at or above grade level as measured by i-Ready in Mathematics.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Students with Disabilities</p> <ul style="list-style-type: none"> We will increase the percentage of Students with Disabilities who meet standard as measured by SBAC. We will increase the percentage of students performing at or above grade level on i-Ready in ELA. We will increase the percentage of students performing at or above grade level on i-Ready in Mathematics. 	<p>(17-18) 15% of Students with Disabilities in grades 7-8 met/exceeded standard as measured by SBAC in ELA.</p> <p>(17-18) 7% of Students with Disabilities in grades 7-8 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(18-19) 18% of Students with Disabilities in grades 7-8 met/exceeded standard as measured by SBAC in ELA.</p> <p>(18-19) 13% of Students with Disabilities in grades 7-8 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(19-20) SBAC data is not available due to the suspension of state testing.</p> <p>(20-21) 9.96% of Students with Disabilities performed at or above grade level as measured by i-Ready in ELA.</p> <p>(20-21) 0% of Students with Disabilities performed at or above grade level as measured by i-Ready in Mathematics.</p>	<p>21% of Students with Disabilities in grades 7-8 will meet/exceed standard as measured by SBAC in ELA.</p> <p>16% of Students with Disabilities in grades 7-8 will meet/exceed standard as measured by SBAC in Mathematics.</p> <p>(19-20) SBAC data is not available due to the suspension of state testing.</p> <p>(21-22) 19% of Students with Disabilities will perform at or above grade level as measured by i-Ready in ELA.</p> <p>(21-22) 10% of Students with Disabilities will perform at or above grade level as measured by i-Ready in Mathematics.</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

We will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners (ELs).

- Students will be clustered by EL Proficiency level for designated ELD instruction in August of the new school year.
- English Learners will receive a minimum of 30 minutes of effective designated ELD daily, including increasing student talk during designated ELD and using routines, frames, and sentence starters to promote fluency and academic discourse.
- Staff meetings and/or site learning days will be used to support consistent and effective implementation of integrated and designated ELD.
- Select teachers will work with District EL Resource Teacher to deepen understanding of ELD standards, proficiency level descriptors, and alignment to ELA standards.
- Teachers will implement integrated ELD through scaffolding strategies for content area, subject matter access, and discipline specific language development.
- Teachers will increase use of structured routines and frames to promote collaborative conversations and academic talk across the curriculum.

We will monitor English Learner progress and provide timely and systematic intervention.

- CATCH up plans will be used to monitor English Learner progress. Students not making adequate progress will be placed in English acquisition intervention program by August. of the new school year.
- Teachers and Principal will work with District English Learner Resource Teacher to identify and support Long Term and At Risk Long Term English Learners and schedule them into a reading intervention program by September.
- The Instruction and Data Support teacher will work to support instructional teams with instructional best practices and evidence based interventions.
- The Instruction and Data Support teacher will analyze data to identify school-wide, grade level, and student areas of strength and areas of need.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

We will continue to develop a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI).

- SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs.
- SAI and General Education teachers will meet regularly to articulate, plan instruction, and review student progress.
- SBAC and District benchmark data will be analyzed by Principal, Assistant Principal, Counselor, SAI Dept. Chair to determine placement in intensive intervention program (Flex, Imagine Math, Moby Max, Inside, etc.).

- Data will be analyzed to determine placement in intervention (less than two years below grade level) (e.g. Flex, Imagine Math, Moby Max, DeltaMath, iReady, etc.).
- Students reading below grade level will receive daily-targeted reading instruction in small groups to address their assessed needs (fluency and comprehension).
- The Instruction and Data Support teacher will work to support instructional teams with instructional best practices and evidence based interventions.
- The Instruction and Data Support teacher will analyze data to identify school-wide, grade level, and student areas of strength and areas of need.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The overall implementation of the goal or actions that would help support the elimination of achievement gaps between significant subgroups was severely hampered by the challenges of the Covid-19 closures. PKMS continued using PLC practices and the use of common formative assessments to capture data and reteach when necessary. PKMS also continued the use of WIN Time to support struggling students. The EL program and SAI/SDC programs continued to operate as described above so that struggling students received the support they needed. The SBAC/CAASPP will not be administered again this school year, however the LMSV School District will be using a local assessment through iReady to assess all students. The data we receive from this assessment will help PKMS administration and teachers analyze the impacts of efforts to support students and eliminate achievement gaps, during the Covid-19 pandemic school year. The data will also help PKMS plan for the next school year and we will continually commit to providing high levels of instruction and support for all students so that achievement gaps no longer exist.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or the budgeted expenditures. However, a small group of teachers/staff did join a 5 year program titled the High Tech High CARE Network (no funding or budget implications). The goal of this work is to focus on issues related to student voice, student agency, teacher care, cultural identity, and equity to help students of color and students in significant subgroups foster a stronger academic identity so that achievement gaps are eliminated, students are more successful, and Parkway Middle School become more systematically more equitable.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

ELD strategies will be implemented in all core subject areas with an emphasis on oral communication and academic discourse.

Flex Literacy, Delta Math, Moby Max, and Imagine Math will be implemented for all special education students.

More adult learning must occur to better support teachers in meeting the needs of Socioeconomically Disadvantaged students, as well as Culturally Responsive Pedagogy and equity-driven practices.

The PLC process will be used to determine what students in this category need more support in reaching proficiency on ELA and Math Essential Standards. Utilizing data from CFAs and formative/ summative assessments teachers will identify students to attend WIN Time intervention. Classroom small group intervention, WIN Time, and supported ELA and Math classes will be used to support Socioeconomically Disadvantaged students access to the core curriculum.

WIN Time will be expanded to four days per week for intervention in all subject areas.

Tier 3 prep-period tutoring will be provided once per week to designated students needing more intensive intervention beyond WIN Time.

Enrichment opportunities will be provided for all sub groups.

Teachers will continue to participate in the High Tech High CARE Network Program.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Wellness

LEA/LCAP Goal

LCAP Goal #2 Engage

We will engage our students and the learning community in order to provide the skills and supports necessary for social, emotional, and physical well-being.

Goal 3

We are committed to establishing a climate of respect, connectedness, and safety for our students.

Identified Need

In 2018-2019 only 45% of Parkway students felt safe at school based on the CA Healthy Kids Survey. This is a significantly low number. Student suspensions increased by .2% going from 8.1% of students suspended in 17-18 to 8.3% of students suspended in 18-19. What is more striking is the disparity between student groups such as White students compared to African American students when looking at 19-20 suspension data. African American students were suspended at a rate of 19.4 percent compared to White students who were suspended at a rate of 6%. The data also shows that suspensions increased for African American students by 9%. Chronic Absenteeism also increased for African American and Two or More Races during the 19-20 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student survey results will demonstrate an increase in the percent of students who respond favorably to each of five social-emotional learning domains, based upon the data gathered from the CORE SEL Survey of 4th, 6th, and 8th graders. These domains complement academic preparation and long-term learning.	As measured by the CORE SEL Survey, the percent of students who responded favorably to the following domains are: Culture/Climate - 83% Growth Mindset - 79.5% Self-Management - 74.6% Self-Efficacy - 77.3% Social Awareness - 62.9%	As measured by the CORE SEL Survey, the percent of students who will respond favorably to the following domains will be: Culture/Climate - 83 % + at least 1% Growth Mindset - 79.5 % + at least 1% Self-Management - 74.6 % + at least 1% Self-Efficacy - 77.3 % + at least 1% Social Awareness - 62.9 % + at least 1%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School attendance rates will achieve a 97% or better attendance rate, increasing by .05% year.	<p>(17-18) The school attendance rate is 95.13% for the previous school year.</p> <p>(18-19) The school attendance rate was 95.25%.</p> <p>(19-20) The school attendance rate was 96.74%</p>	The school attendance rate will increase by 0.05% to a rate of 97% for the coming school year.
The percentage of students with chronic absenteeism will decrease by 1% each year.	<p>(17-18) The percentage of students with chronic absenteeism was 13.9% for the previous school year.</p> <p>(18-19) The percentage of students with chronic absenteeism was 12.6%.</p> <p>(19-20) California Department of Education determined that due to COVID-19, the Chronic Absenteeism rates for 2019-20 were not reliable and comparable. Therefore, this data is not reported for the 2019-20 school year at the state level.</p> <p>District data shows that the chronic absentee rate at our site was 11.71%.</p>	The percentage of students with chronic absenteeism will decrease by 1% to a rate of 10.71% during the coming school year.
Increase the amount of time students are present in class for instruction as measured by a decrease in the number of students out of class and/or suspended due to discipline.	<p>(17-18) 8.1% of students were suspended during the previous school year.</p> <p>(18-19) 8.3% of students were suspended.</p> <p>(19-20) 4.20% of students were suspended.</p>	Student suspensions will decrease by 1% for an overall rate of 3.2% during the coming school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Social Emotional Education and Equity Driven Practices

Continue implementing, anti-bullying programs, Kindness as a school wide focus, "No One Eats Lunch Alone", The Great Kindness Challenge, THINK acronym, WIN Time Behavior and Restorative Practices Lessons for all students, weekly circle activities in all teachers' classrooms.

PKMS will also renew the focus on restorative practices through a data driven and equity minded lens. A small group of teachers/staff is participating in the High Tech High CARE Network focused on social emotional learning, cultural identity, and equity. We will expand this work more school wide next year.

The LMSV School District is also partnering with Dr. Trudy Ariagga to study and implement her Cultural Proficiency scholarship and approach. This work will be integrated and used at PKMS to examine and improve clear gaps in suspension data and concerning trends in PKMS Chronic Absenteeism data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Consistent Attendance

Engage students and parents with a warm and welcoming and culturally responsive school environment that emphasizes building relationships with families and students and stresses the importance of everyday attendance. PKMS will revisit the use of Restorative Practices. PKMS will Monitor attendance and respond in a tiered approach to intervention (i.e., Students missing 5-9%, students missing 10-19%, and students missing 20% or more).

PKMS will also provide personalized early, caring, and constructive outreach to families already missing school. Look for and identify barriers to attendance and find flexible solutions to support families. PKMS will also put system in place to contact and work with parents of chronically absent students, providing incentives for improvement or more effective use the SART/SARB process in coordination with the school social worker. PKMS will also conduct parent meetings for foster students within 30 days of enrollment to collect information, identify student needs, determine educational rights, and ensure access to interventions in a timely manner.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Restorative Practices

PKMS will establish positive and culturally responsive relationships between staff and students and among students with strategies such as Circles, 10 & 2, etc. PKMS will work with staff to establish a climate with an understanding of trauma informed responses and a focus on positive behavior interventions and supports where consequences for behaviors are logical and natural and where there is accountability and opportunity to make amends and repair harm. The entire PKMS staff will need to refocus restorative practice learning and efforts. We will also work with Student Supports to train Campus Attendants to use Restorative principles when intervening with students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Behavior

- Investigate and implement alternatives to students being sent out of class for negative behavior - including learning more about culturally responsive pedagogy and practice.
- School staff will partner with District Support Providers to gain skills and strategies focused on Positive Behavior Intervention Strategies (PBIS) that will help address chronic and/or extreme negative behaviors.
- Participate in Professional Development in Restorative Practices and Trauma-Informed Care work to gain strategies to proactively address student behaviors and increase student time in class.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Most of these strategies were challenging to implement due to the Covid-19 pandemic closures. We will refocus these efforts toward the end of the school year when we get more students back on campus and it will be a main point of focus as we begin to plan for next year and beyond. Some of the trends in the PKMS data are simply unacceptable.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

PKMS may also work with the High Tech High CARE Network and a survey company named PERTS. PKMS has already been collecting some data related to student voice, student agency, teacher caring, cultural identity, and school wide equity. PKMS hopes to expand this data collection and the actions taken to address findings in the coming years.

School wide behavior lessons and restorative circle activities will be directly taught to students during WIN Time beginning in August and continuing monthly throughout the school year.

Professional development funds and time will be dedicated to cultural proficiency and culturally responsive pedagogy.

Trauma Informed Care will be revisited at the September 2021 staff meeting.

"The Parkway Way to Be" lessons will be taught to all students in August through P.E. classes.

All teachers are expected to have at least one Circle activity per week. This is a site collective agreement that all must adhere to.

Parkway is partnering with San Diego Youth Services to provide mental health interns for students Tuesday-Friday from August to May.

Parkway will host Mending Matters Diversion Program two days per week.

Parkway has adopted three school wide rules, Be Respectful, Be Responsible, Be Safe. These rules are posted in every classroom, office and in the quad. Students engaged in WIN Time lessons for the three rules and how they apply to classrooms, passing periods, lunch and bathrooms. PKMS might as Be a Thinker to the list next year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent/Community Engagement

LEA/LCAP Goal

LCAP Goal #2 Engage

We will engage our students and the learning community in order to provide the skills and supports necessary for social, emotional, and physical well-being.

Goal 4

Establish meaningful partnerships with our parents to promote student success.

Identified Need

Although 95% of Parkway parents feels the school meets their child's academic needs only 63% of parents attend school-sponsored meetings and events.

During the Covid-19 pandemic closures PKMS expanded communications and the frequency of Parent and Community Presentations. When the Covid-19 closures come to an end it will be important to continue increased efforts to communicate and build relationships with the community.

Engagement of our parents and establishing/maintaining meaningful partnerships with them are essential to our students' success. It takes the commitment of both school and home to foster a positive, happy and collaborative school environment.

Our school annually distributes a parent survey to determine parent perspectives and to obtain valuable input to guide our funding priorities for the coming year. The 2020-21 survey was distributed in May 2021. 253 parents responded to the survey, which was delivered via email and text message. The results showing the percentage of parents who agree with each of the following statements are listed below:

This school provides high-quality instruction to my child. 90%

This school has high expectations for all students. 86%

- Overall Support for Academic Learning 88%

I feel welcome to participate at this school. 83%

School staff treats me with respect. 87%

School staff takes my concerns seriously. 80%

School staff welcomes my suggestions. 64%

School staff responds to my needs in a timely manner. 85%

School staff is helpful. 89%

My child's background (race, primary language, religion, unique needs, economic status) is respected at this school. 80%

My child feels welcome at school. 83%

- Overall Sense of Community 82%

This school clearly informs students what would happen if they break school rules. 89%
 At this school, discipline is fair. 72%
 My child is safe on school grounds. 89%
 • Overall Sense of Safety 83%

A review of data indicates that our efforts in these areas have been successful. As a school will continue to focus on this area and strive to create a safe, comfortable, and productive learning environment for all students. While we celebrate this growth, we will continue to put great emphasis on building and maintaining these partnerships.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of parents who agree that school discipline is fair as measured by the annual Parent/Family Survey	(20-21) percentage of parents who agree that school discipline is fair is 72%.	The percentage of parents who agree that school discipline is fair will increase or will increase to 80%
Percentage of parents who agree that school staff welcomes their suggestions as measured by the annual Parent/Family Survey	(20-21) percentage of parents who agree that school staff welcomes their suggestions is 64%	The percentage of parents who agree that school staff welcomes their suggestions will increase will increase to 70%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

To insure our parents are partners, parent education and training will be offered.

- Hold a variety of parent events establishing relationships with school staff.
- Work with District staff to provide training for ELAC and SSC.
- Work with District staff to determine and implement best practices in parent education.
- Place parent education on agendas for SSC, PTA, and ELAC meeting dates in early Fall of the new school year.
- Work with ELAC and SSC to create a needs assessment and survey parents to elicit input on parent education topics, time, place, and method of presentation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

We will communicate with parents regularly about student progress and school activities.

- Utilize parent information systems such as Blackboard Connect, monthly newsletters, and Friday Folders to enhance home/school communication.
- Provide translation and interpreters at parent workshops. Provide translation of written materials when indicated.

Increase the frequency of Parent and Community Presentations.

Create parent/student friendly events to engage the community.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Community engagement

- Establish, maintain, and utilize website updates, Twitter feed, and other social media platforms to foster communication with parents and families specifically, and the community at large.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Most of the strategies explained above were utilized however under much different circumstances due to the Covid-19 pandemic closures. Overall, PKMS was effective in communicating throughout the duration of the Covid-19 closures using frequent Parent presentations, email messages, phone calls, home visits, and videos sent out to the community. SSC/ELAC meetings, as well as PTA meetings were held on zoom.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

PKMS is also exploring the use of a school culture survey through a company named PERTS connected to High Tech High Care Network.

Parkway will maintain full membership for SSC and PTSA in the 21-22 school year.

Parkway will continue to encourage parents to participate in ELAC.

Parkway will offer parent volunteer opportunities for office help, special events and fall and spring student picture days.

Parkway will continue to utilize Blackboard for email and phone messages as well as Jupiter Grades. Parkway's web site is updated regularly by the School Office Manager.

Translators will continue to be provided for parent events and hard copy flyers will be translated in Spanish.

Twitter, Instagram and Facebook are being utilized weekly to share school activities, showcase special events, highlight current practices, share PLC information and show examples of student work.

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Jacob Ruth	Principal
Amy St. Cyr	Classroom Teacher
Julie Evans	Classroom Teacher
Jean Zelt	Classroom Teacher
Ryan Icenhower	Principal
Julianne Pantehis	Other School Staff
Jolene Adamos	Parent or Community Member
Brooklyn Adamos	Secondary Student
Heather Pletschett	Parent or Community Member
Jacob Pletschett	Secondary Student
Karen Stecher	Parent or Community Member
Brandon Stecher	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:



Signature	Committee or Advisory Group Name
	Other: School Site Council

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 2, 2021.

Attested:

Principal, Jacob Ruth on June 2, 2021

SSC Chairperson, Amy St. Cyr on June 2, 2021