

Parkway Heights Middle School

Teaching and Learning Presentation

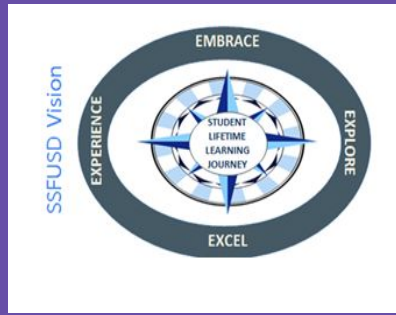
April 25, 2024



LCAP GOAL 1

Academic Achievement

The district will provide a high quality curricular program for students that will raise student proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, CA Dashboard results, interim assessment data and ELPAC/Reclassification data.



LCAP GOAL 4

Special Education

The district will provide high quality curricular programs for students with IEPs that will raise student engagement in school and proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, and engagement rates.

LCAP GOAL 2

Professional Development

Identified classified staff, certificated and administrative staff will participate in professional development to create capacity and expertise in curriculum program implementation based on the development of scope and sequence as measured by walkthrough observations and other evidence (artifacts and student work).

LCAP GOAL 3

Student, Parent & Community Engagement

Improve parent school engagement through an increase in participation in site and district parent groups such as SSC, PTSA, DELAC, ELAC, AAPAC as well as in other parent meetings as measured by attendance sign in sheets.

District priorities



Improve Curriculum,
Instruction &
Assessment

Bolster Professional
Learning and
Collaboration



Strengthen
Leadership Capacity

SSFUSD

STRENGTHENING OUR SYSTEMS

the GAS TANK BENCHMARKS

checking student progress toward goals.

HOW CAN WE LEVERAGE DATA?

the STEERING WHEEL INSTRUCTION

guiding our learning objectives
ENGAGES US & TAKES US FORWARD

the GPS NAVIGATION

our goals
LCAP, DEPT.
SITE, TEAM, TCHR.

FFME - A PROCESS TO DETERMINE WHAT TOOL, PRACTICE, or SERVICE WILL HELP US SOLVE OUR IDENTIFIED NEED

WHAT IS OUR ACTION PLAN?

HOW DO WE REFLECT & RELENTLESSLY FOLLOW UP?

the SEATS CURRICULUM

defines the skills to be taught
STANDARDS, RIGOR, RELEVANCE

the WHEELS SYSTEMS of ASSESSMENT

sets the pace

the ENGINE PERFORMANCE MANAGEMENT MEETINGS

showcasing data & progress of ILTs, PLCs, DEPT. MEETINGS

EVERYONE DRIVES the CAR AT HIS or HER OWN LEVEL.

WHAT QUESTIONS HELP US DETERMINE ROOT CAUSES of PERFORMANCE?

the MIRRORS PROFESSIONAL LEARNING SYSTEM

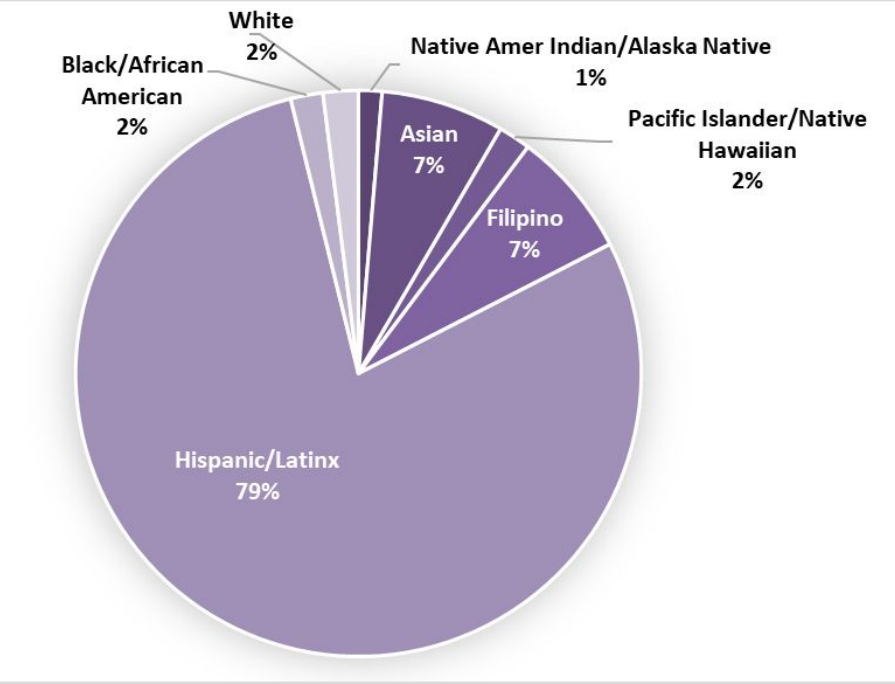
reflecting & growing in our professional practices

EQUITY



Parkway Heights Middle - Student Population

Students by Race/Ethnicity



Students by Grade Level

6th	7th	8th
207	209	210

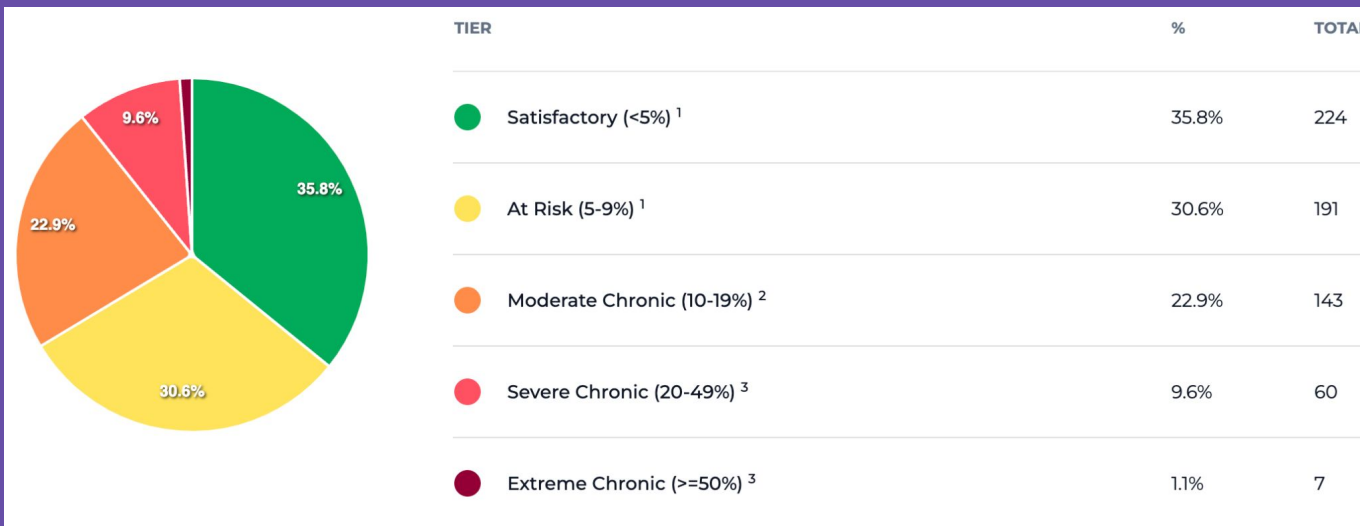
Students by Program Group

Student Group	#	%
Female	291	49%
Male	305	51%
English Learners	217	36%
Students with Disabilities	136	23%
Socioeconomically Disadvantaged	393	66%
Total	596	

*EL data does not include 232 students who have been redesignated and 2 new students pending EL status determinations.

Attendance Snapshot (Everyday Labs)

	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
Attendance Rate	94.0%	93.7%	93.1%	92.3%	91.7%	91.2%	91.0%	91.0%	91.0%	90.7%
Chronic Absenteeism Rate	21.8%	24.1%	26.4%	26.6%	30.8%	30.8%	29.0%	32.7%	32.6%	33.6%



Attendance Snapshot (Everyday Labs) - Student Groups

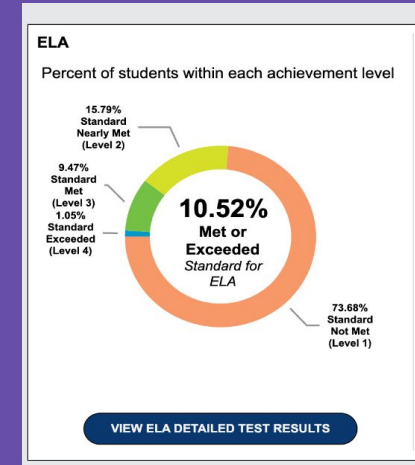
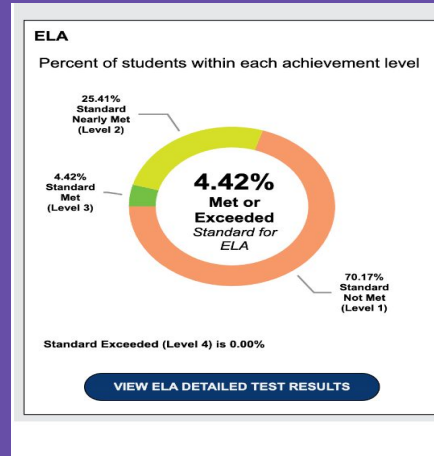
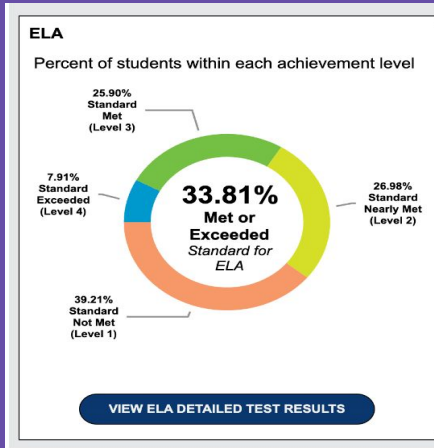
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	YTD
Asian	97.9%	97.0%	96.4%	96.6%	96.5%	96.5%	96.5%	96.6%	96.6%
Black	90.2%	94.6%	96.0%	95.8%	96.1%	96.5%	96.1%	95.8%	95.8%
Hispanic	94.7%	93.7%	93.1%	92.9%	92.5%	92.3%	92.2%	92.1%	92.1%
Multiracial	96.9%	92.6%	91.8%	91.3%	91.7%	91.4%	91.3%	91.2%	91.2%
Native American/Alaskan	87.7%	86.1%	86.2%	87.0%	87.7%	87.7%	88.1%	87.8%	87.8%
PacIslander	96.1%	95.0%	95.3%	94.4%	94.6%	93.8%	92.4%	92.7%	92.7%
White	92.6%	94.1%	93.3%	92.0%	92.0%	91.4%	91.6%	91.9%	91.9%
SpEd	94.2%	93.0%	92.4%	92.4%	92.2%	92.0%	91.8%	91.8%	91.8%
LEP	94.3%	93.6%	93.0%	92.8%	92.6%	92.4%	92.4%	92.4%	92.4%

PARKWAY CAASPP DATA for ELA (2023)

All Students

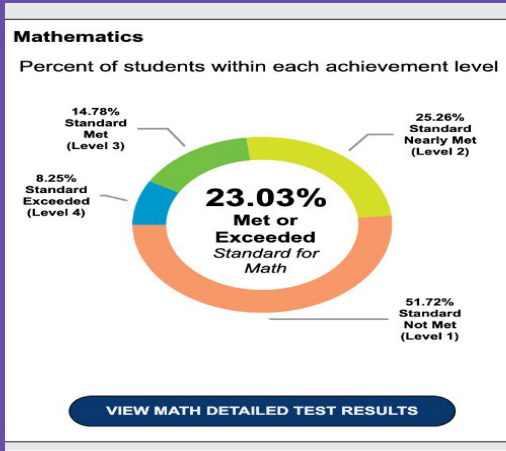
English Learners

Special Education

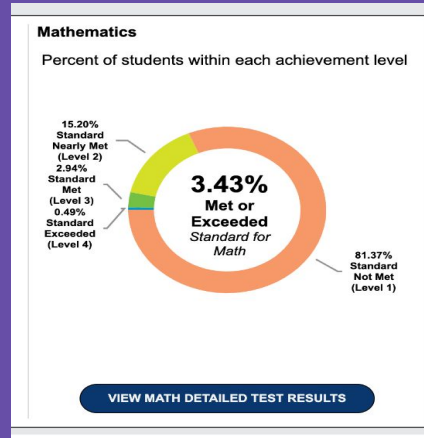


PARKWAY CAASPP DATA for Math (2023)

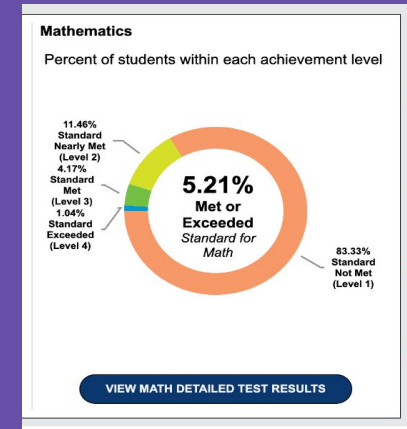
All Students



English Learners



Special Education



PARKWAY CAASPP - ELA & Math

(Either Standard Met or Exceeded)

GRADE	21 - 22 ELA	22 - 23 ELA	% OF CHANGE	21 - 22 MATH	22 - 23 MATH	% OF CHANGE
All	34.29%	33.81%	-0.48%	20.71%	23.03%	2.32%
EL	4.52%	4.42%	-0.10%	2.58%	3.43%	0.85%
SWD	8.33%	10.52%	2.19%	6.02%	5.21%	-0.81%

2022-23 ELA & Math Data when Compared to 21-22

Parkway English Learner Progress - Spring 2023

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

English Learner Progress

All Students State



Orange

55.4% making progress towards English language proficiency

Declined 14.1% Ⓣ

Number of EL Students: 184

Student English Language Acquisition Results

Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e. levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



ACADEMIC SUPPORTS/INTERVENTION

- Implement curriculum to focus on essential standards as developed on site and through the districtwide/Site work
- Purchase culturally relevant high interest books for each the school library (Courtesy SSF ED Foundation)
- In Conjunction with EDS, provided professional learning on GLAD strategies at collaboration meetings
- Implemented the Collaborative Inquiry Cycle and focused on GLAD strategies (Social Science Dept)
- Provide information and resources to parents/guardians, Provide parent education nights, Host family nights
- Before/After school Homework/Academic Programs, ie. Academic Intervention Hour
- Clubs, school competitions, cultural awareness nights, spirit weeks, anti-bullying program, PBIS , Helix Cups, STEM and Math Nights
- PBIS Rewards Program - PBIS Student Store
- Coaching and support from our District TOSAs

Alternative to Suspension (ATS) 2023 - 24

Target:

- Substance use
- Fighting, conflicts, and bullying
- Ongoing and serious needs

PHMS - once per week (Fridays)

Programs offered:

1. Academic Help On Saturdays (high schools 9:30-12:30pm)
2. ATS Counseling Program
3. Brief Intervention for substance (Thalia Mesa & Allison Mateo)
4. Bullying and CyberBullying program

Counseling Center @ Parkway

Mission Statement: The Parkway Heights Middle School Counseling Department strives to support all students in the areas of academics, social-emotional development, and with their postsecondary options.

Through a robust, multi-tiered approach, we provide an atmosphere of safety, warmth, and fun to encourage all students towards becoming authentic, respectful, and resilient individuals.

We leverage our school and local community to provide services that recognize and respect the diverse needs of our students.

- **3 core areas of support:**
 - **Academics**
 - **Social-emotional wellbeing**
 - **Future Success**
- **We connect students with community mental health resources:**
 - **YSB**
 - **DayBreak**
 - **Care Solace**



YSB

Provide individual check-ins for students on a weekly basis

Assess for suicidal ideation and complete safety plans

Facilitate groups

Girls United/Unidas,Calm and First Stop

Support school counselors in co-facilitation groups

Collaborate with school counselors, wellness counselors and staff on referrals for students who seek outside therapy services

Case management-provide resources to families when they request additional support

Collaborate and establish a relationship with students families, caregivers

Parkway Culture and Relationships

- STEM and Math Night
- Humanities Night
- Ruby Bridges Day
- Turkey Trot, Bunny Run
- Intersession
- Scholastic Book Fair
- Movie Night
- Career Day
- Spirit Days
- Noon Time Activities
- Clubs
- PTSA
- SSC
- Wellness Wednesday
- All School Field Trip to See a Play - The Lion King



Family Supports

- Padres Unidos South San Francisco
- Community Liaison conducting outreach to families to increase participation and engagement in ELAC, SSC, and school events
- School team (counselors, admin, teachers, etc) - parent meeting to support families/students in the areas of academics, behavior, social emotional, mental health needs, attendance and conducting home visits as needed





Panther PTSA Families
make a difference
TOGETHER!

STUDIES SHOW

Students do better when

Parents are involved.

- Earn higher grades and test scores
- Enroll in higher-level programs
- Pass their classes and earn extra credits
- Attend school regularly
- Have better social skills, show improved behavior, and adapt well to school
- Graduate and go on to post-secondary education.