

Parkway Heights Middle School

Teaching and Learning Presentation

December 15, 2022



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?

EQUITY

the MIRRORS PROFESSIONAL LEARNING SYSTEM

reflecting & growing in our professional practices



South San Francisco Unified School District Vision



Experiencia

Experience



Explorar

Explore



Fomentar y Cultivar

Embrace



Sobresalir

Excel

In South San Francisco Unified School District, we pride ourselves on providing students with relevant learning **EXPERIENCES**, giving them opportunities to **EXPLORE** and cultivate innovation and collaboration. We will foster and **EMBRACE** diversity of people and diversity of thought, while pushing all students to **EXCEL** in order for them to grow into resilient and confident people.

PROVIDE RELEVANT LEARNING EXPERIENCES

Students will...

- Thrive as learners by engaging in experiences driven by intellectual curiosity, desire for cultural competency and discovery.
- Learn in welcoming environments that provide differentiated approaches, experiences and opportunities.

CULTIVATE INNOVATION AND COLLABORATION

Students will...

- Explore the possibilities of connecting interests and talents to result in viable college and career options.
- Share and collaborate with peers and adults of varying cultural backgrounds to attain personal and academic growth.

FOSTER DIVERSITY OF PEOPLE & DIVERSITY OF THOUGHT

Students will...

- Respect cultures, values, traditions, and points of view that are not their own.
- Connect with and contribute to communities and cultures beyond the classroom.

GROW RESILIENT AND CONFIDENT PEOPLE

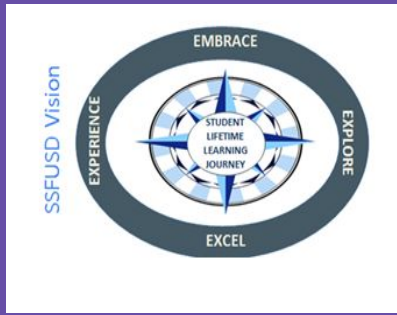
Students will....

- Engage in programs that promote their development as well rounded members of the local and global communities.
- Accept that failure is a vital part of becoming an independent thinker while not accepting failure as the final result.
- Succeed as an individual thinker and as part of a culturally diverse group.
- Tackle complex problems and acquire the skills and knowledge that qualify them for their chosen future.

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



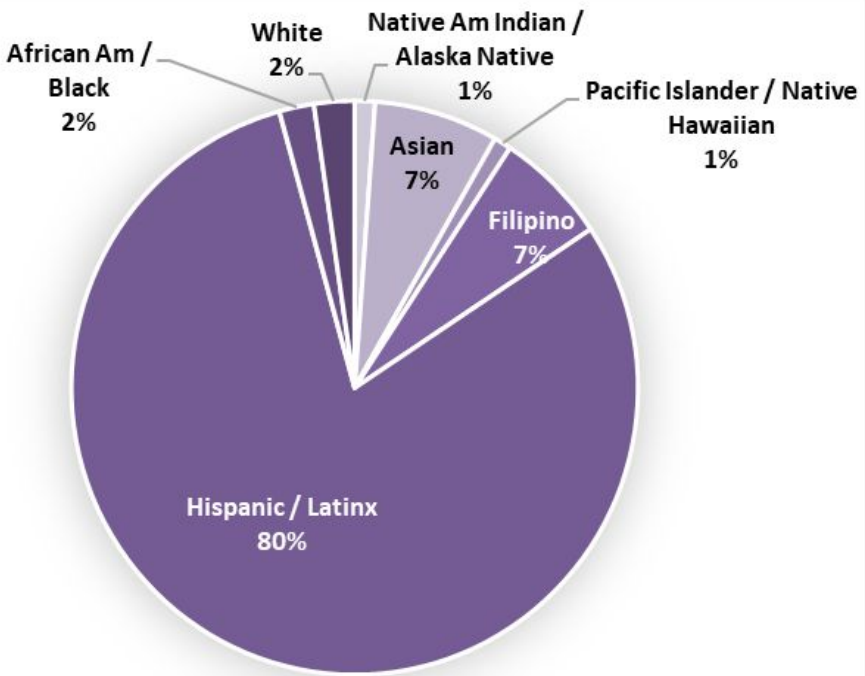
Improve Curriculum,
Instruction &
Assessment

Bolster Professional
Learning and
Collaboration



Strengthen
Leadership Capacity

Parkway Heights Middle - Student Population



Students by Grade Level

6th	7th	8th
207	213	190

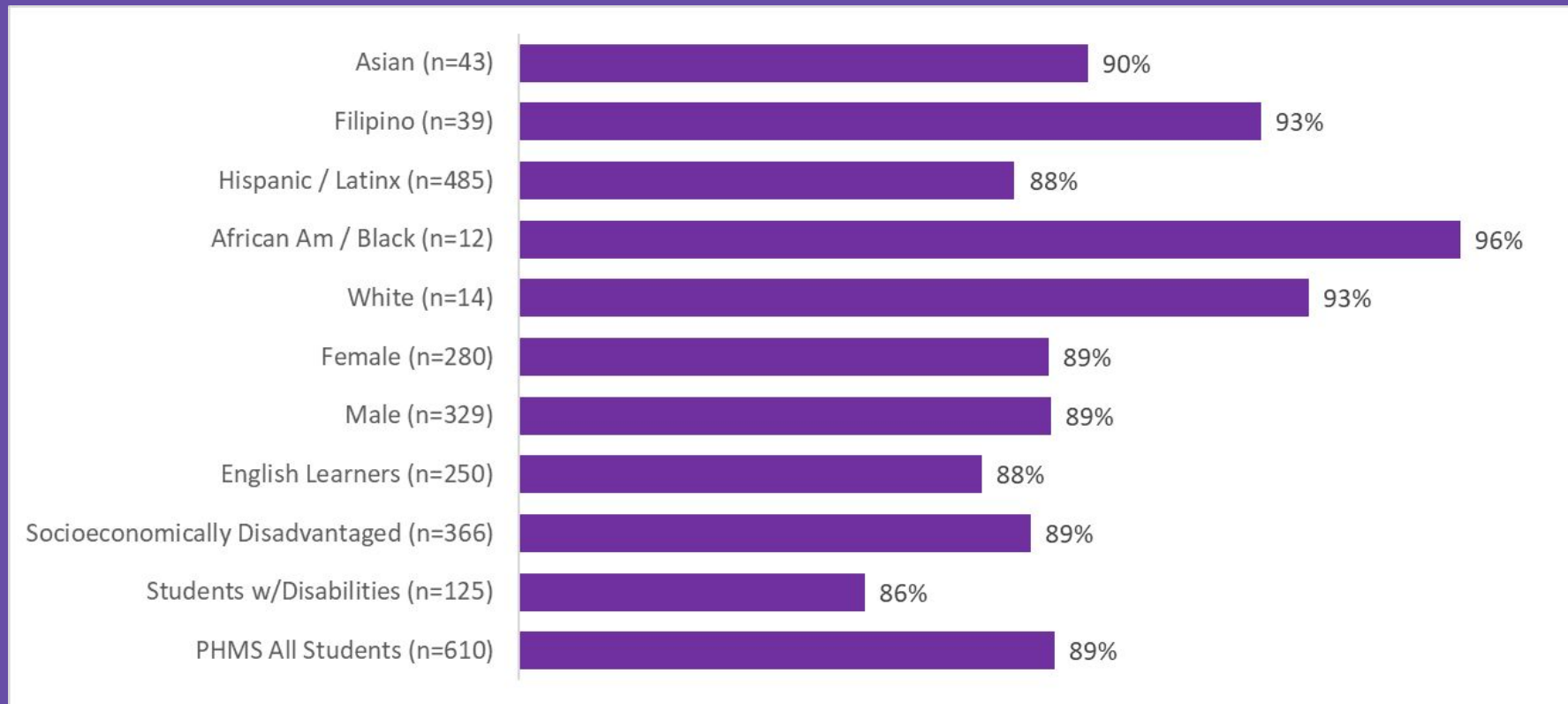
Students by Program Group

Student Group	#	%
Female	257	46%
Male	329	54%
English Learners	250	41%
Students with Disabilities	125	20%
Socioeconomically Disadvantaged	366	60%
Total	610	

As of 11/28/2022, 2 students in Virtual Independent Study

Parkway Heights Middle - Attendance Snapshot

Average attendance by cohort group (10/17 - 11/22):



** To protect student privacy, data for student groups with fewer than 10 students is not displayed. For PHMS, this includes the Native American Indian/Alaska Native, Alaskan Native, and Pacific Islander/Native Hawaiian groups.*

PARKWAY CAASPP DATA for ELA (2022)

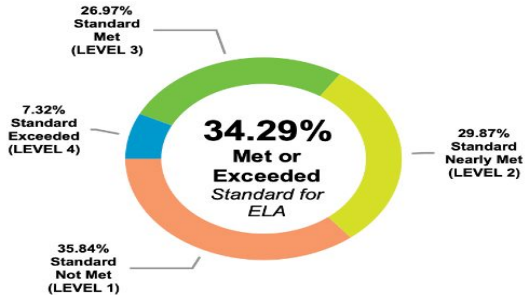
All Students

English Learners

Special Education

ELA

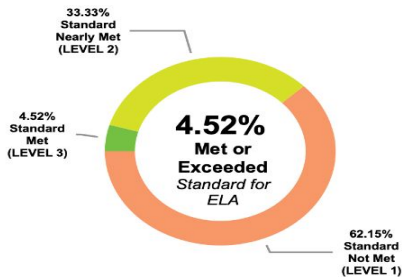
Percent of students within each achievement level



[VIEW ELA DETAILED TEST RESULTS](#)

ELA

Percent of students within each achievement level

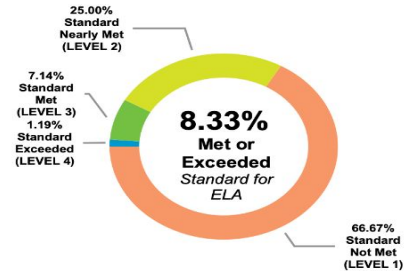


Standard Exceeded (LEVEL 4) is 0.00%

[VIEW ELA DETAILED TEST RESULTS](#)

ELA

Percent of students within each achievement level



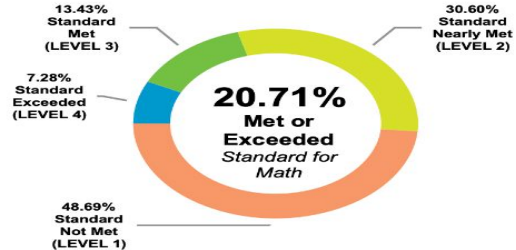
[VIEW ELA DETAILED TEST RESULTS](#)

PARKWAY CAASPP DATA for Math (2022)

All Students

Mathematics

Percent of students within each achievement level

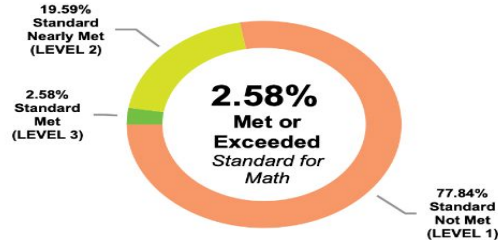


[VIEW MATH DETAILED TEST RESULTS](#)

English Learners

Mathematics

Percent of students within each achievement level



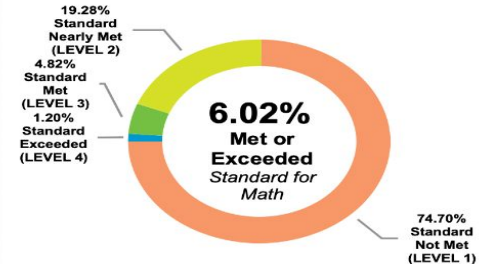
Standard Exceeded (LEVEL 4) is 0.00%

[VIEW MATH DETAILED TEST RESULTS](#)

Special Education

Mathematics

Percent of students within each achievement level



[VIEW MATH DETAILED TEST RESULTS](#)

PARKWAY CAASPP - ELA & Math

(Either Standard Met or Exceeded)

GRADE	20 - 21 ELA	21 - 22 ELA	% OF CHANGE	20 - 21 MATH	21 - 22 MATH	% OF CHANGE
6TH	26.51	31.25	4.74	20.76	19.91	-0.95
7TH	41.4	40.7	-0.7	31.08	20.9	-10.18
8TH	32.32	30.97	-1.35	22.58	21.66	-0.92
OVERALL	33.26	34.29	1.03	24.68	20.71	-3.97

2021-22 ELA & Math Data when Compared to 20-21

ACADEMIC SUPPORTS/INTERVENTION

- Implement curriculum to focus on essential standards as developed on site and through the districtwide/Site work
- With site funds, purchase books for classroom libraries and school library
- Utilize staff meetings, collaboration meetings, and department meetings to provide training in research-based literacy strategies that will support essential standards instruction site wide
- Equal access to technology in order to enhance the delivery of instruction
- Continue site based academic conferences and other data analysis meetings by grade level team
- Create and implement site based CEA's
- Use collaboration time to improve instruction based on assessment data
- Identify at-risk students and significant sub groups
- Implement 3 tier RTI plan to improve student learning /Mentor Program (Before/After school/Advisory
- Place at-risk students in RTI academic intervention programs
- 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, Tri-Middle School Events, math competitions, school competitions, cultural awareness nights, spirit weeks, anti-bullying program, PBIS
- Investigate and implement alternatives to suspension (Restorative practices)

Alternative to Suspension (ATS) 2022-23

Target:

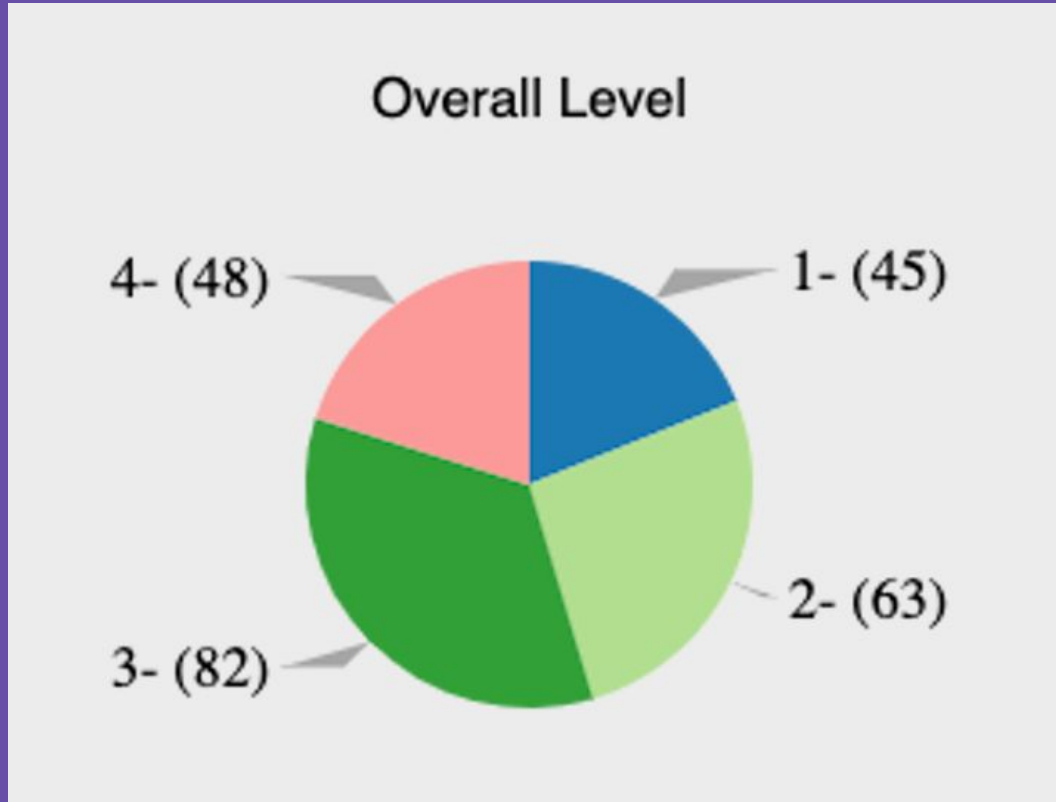
- Substance use
- Fighting, conflicts, and bullying
- Ongoing and serious needs

Middle school triads (rotating each week between PHMS, WBS, & ALMS)

Programs offered:









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

Parkway Summative ELPAC Data Spring 2022



Reading Inventory Proficiency Growth Report for ELs in ELD Labs

Parkway Heights Middle School (152 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	3	2% 	3	2% 
Proficient	4	3% 	4	3% 
Basic	46	30% 	49	32% 
Below Basic	99	65% 	96	63% 

Counseling Center @ Parkway

Mission Statement: We aim to support students by providing an atmosphere of safety, warmth, and encouragement as students work to reach their fullest potential.

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



Counseling Intern: Cyril So

- Current USF student completing her Master's in Counseling
- @ PHMS 3 days of the week

Character Strong

SEL curriculum: A curriculum that impacts engagement, belonging, & student well-being

Provides research-based Pre-K through 12th grade social & emotional curricula and professional learning services that positively impact lives.

Goal is to provide our students with:

- Self-awareness
- Self-management
- social awareness
- relationship skills
- responsible decision making

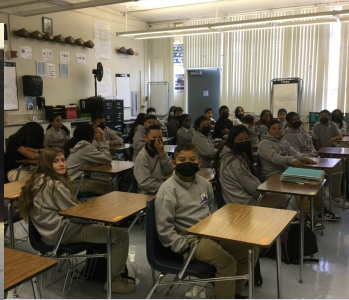
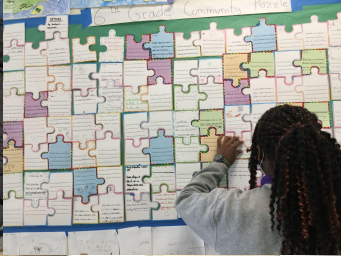
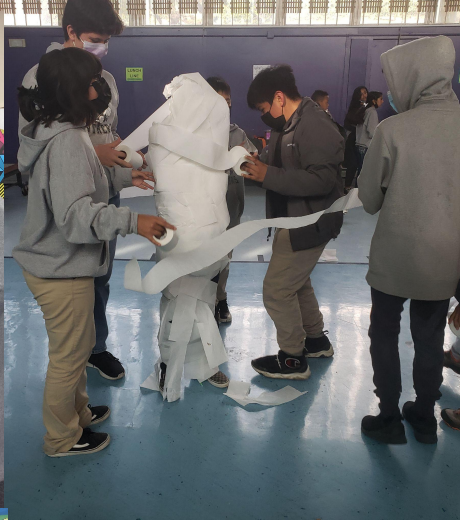
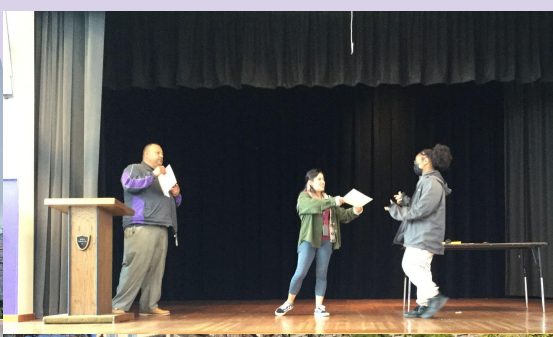


3 times per week during advisory classes (Tuesdays, Wednesdays, & Thursdays)

Parkway Culture and Relationships

- STEM UP Event
- Ruby Bridges Day
- Turkey Trot
- Intersession
- Scholastic Book Fair
- Movie Night
- Career Day
- Spirit Fridays
- Noon Time Activities
- Clubs
- PTSA
- SSC
- Wellness Wednesday
- All School Field Trip to See a Play/Musical





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.