

THE SCHOOL DISTRICT OF PHILADELPHIA 2021-2022 School-based Planning Tool (Phase 1 Root Cause Analysis and Budget)			
School Grade Span	09-12		
ULCS Code	5070		
Name of School	Parkway Northwest High School		
Neighborhood Network	Network 4		
Assistant Superintendent	Ryan Scallon		
ESSA Federal Designation	CSI		
Admission Type	Special Admit		
District Classification (SGS-Acceleration, SGS-Academic Improvement Plan, School Redesign Initiative, CTE school-wide program)	CSI		
Programmatic Partners/Initiatives/Interventions (Ex. Community School, Promise Neighborhoods, ISA, Faith-based partners etc.)	IBHS, JJC, Relationships First, Blended Learning		
Principal Name	Jeffrey MacFarland		
Years as Principal	4		
Years as Principal at this School	4		
Planning Team			
Team Member Title	Team Member Name	Organization	Email Address
Principal	Jeffrey MacFarland	Parkway NW	jmacfarland@philasd.org
Additional Leadership Team Representative	Jordan Zotter	Parkway NW	jzotter@philasd.org
Math Content Specialist/Teacher Leader	Kelly Marino	Parkway NW	kfoley@philasd.org
Literacy Content Specialist/Teacher Leader	Sharahn Santana	Parkway NW	sgreen@philasd.org
Science Content Specialist/Teacher Leader	Victor Glenn	Parkway NW	vglenn@philasd.org
School-based Climate Representative	Malcolm Wilson	Parkway NW	mwilson4@philasd.org
Parent	Joy Carpenter	Parkway NW	ajoy2bme@gmail.com
Community member	Paula Paul	Parkway NW	pauladance@aol.com
Business partner (other than parent or community member)	Pamela Rich Wheeler	The Business Center	prichwheeler@thebizctr.com
Student (required for High Schools)	Eva Murphy	Parkway NW	7455343@philasd.org
Planning and Evidence-based Support (PESO) member	Dr. Katie Pak	SDP	kpak@philasd.org
Special Education Regional Director	Edward Davies	SDP	eadavies@philasd.org
Network Attendance Coach	Shirley Carroll	SDP	scarroll@philasd.org
Network Culture and Climate Coach	Kyle Cephas	SDP	kcephas@philasd.org
Grants Compliance Monitor	Marie Levine	SDP	mlevine@philasd.org
Central Office Talent Partner	Ervin Miller	SDP	eamiller@philasd.org
Network Early Literacy/Literacy Director	NA		
Network Professional Learning Specialist	Alison Barnes	SDP	aldbarnes@philasd.org
Prevention and Intervention Liaison	Johanna Agnew	SDP	jagnew@philasd.org
PBIS Coach (if applicable)	NA		
Relationships First Coach (if applicable)	Cynthia Jones	SDP	cjones3@philasd.org
Youth Court Coach (if applicable)	NA		
Community School Coordinator (if applicable)	NA		
Multilingual Manager	Anthony Capone	SDP	acapone@philasd.org
EL Point Person	NA		
Special Education Compliance Monitor	Olaimpe Abayomi- Ige	Parkway NW	
School Improvement Facilitator	Annette Schaffer	PDE	AnnetteS@cciu.org
<b>What is your School's vision (i.e., a picture of the "preferred future"; a statement that describes how the future will look if the district fulfills its mission.)</b>			
<p>Our mission at Parkway Northwest High School for Peace and Social Justice is to prepare students to face a complex world with the skills necessary to institute positive change locally and globally. Our school offers a rigorous college preparatory program designed to promote peace and social justice through the use of critical thinking, problem solving, cooperative learning and research.</p>			

## Parkway Northwest HS - ADDITIONAL DATA ANALYSIS

Review the below data points with members of your planning team. Under each metric, identify the areas of strength and concerns. You should start with the data presented in this sheet, then use the links to dig deeper into grade-level, subgroup, and performance tiers.

### ELA Assessment Data (Leading Indicators for Board Goals #1-2, and 4)

STAR Reading Assessment (Click for link to data)

STAR Reading	Winter 2020-21						Fall 2020-2021				
	Particip	At/ Above%	On Watch%	Strat Inter %	Intense Inter %	Avg SGP	Particip	At/ Above%	On Watch%	Strat Inter %	Intense Inter %
9th	100.0%	24.3%	28.4%	24.3%	23.0%	48	97.3%	28.8%	21.9%	27.4%	21.9%
10th	85.5%	25.4%	15.3%	20.3%	39.0%	46	82.9%	25.9%	19.0%	24.1%	31.0%
11th	82.5%	17.0%	14.9%	23.4%	44.7%	50	86.2%	18.0%	16.0%	30.0%	36.0%
12th	91.8%	7.1%	17.9%	33.9%	41.1%	48	78.7%	10.4%	25.0%	20.8%	43.8%

### Math Assessment Data (Leading Indicators for Board Goals 3, and 4)

STAR Math Assessment (Click for link to data)

STAR Math	Winter 2020-21						Fall 2020-2021				
	% Particip	At/ Above %	On Watch %	Strat Inter %	Intense Inter %	Avg SGP	% Particip	At/ Above %	On Watch %	Strat Inter %	Intense Inter %
9th	97.3%	51.4%	12.5%	19.4%	16.7%	55	97.3%	38.4%	19.2%	28.8%	13.7%
10th	76.8%	73.6%	9.4%	9.4%	7.5%	57	82.9%	55.2%	20.7%	15.5%	8.6%
11th	87.7%	46.0%	22.0%	14.0%	18.0%	49	89.7%	38.5%	23.1%	23.1%	15.4%
12th	39.3%	54.2%	12.5%	20.8%	12.5%	46	37.7%	60.9%	17.4%	8.7%	13.0%

### Climate Data

Annual Attendance Data (Click for link to data)					Monthly Attendance Snapshots (Click for link to data)				Suspension Data (Click for link to data)			
Attendance (% of students)	2020-21 YTD	2019-20	2018-19	2017-18	Jan 2021	Jan 2020	March 2020	March 2019	Students with Zero Suspensions (% of students)	2019-20	2018-19	2017-18
95%+ days	82.2%	83.5%	64.3%	54.2%	81.0%	82.4%	83.5%	66.1%	All students	93.2%	87.0%	86.4%
90-95% days	8.9%	11.5%	23.5%	29.2%	11.5%	12.6%	11.5%	24.5%	Black/Afr Amer	92.5%	86.5%	85.8%
85-90% days	4.8%	3.2%	7.2%	7.6%	3.7%	3.2%	3.2%	5.1%	Hispanic/Latino	100.0%	88.9%	92.3%
80-85% days	2.6%	1.1%	2.2%	2.3%	2.2%	0.4%	1.1%	1.4%	Asian			
<80% days	1.5%	0.7%	2.9%	6.8%	1.5%	1.4%	0.7%	2.9%	White	100.0%	100.0%	100.0%

**Parkway Northwest HS - Comprehensive Plan: Strategies and Action Steps**

**Evidence Based Strategy #1:**

ELA Framework (Focus: Tier I Academics)

EBS: Effective Professional Learning

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 4	Because we're early in the stages of the implementation of Achieve the Core 2b, we haven't fully demonstrated to teachers how to integrate this work into the new math framework and into highly effective ELA instruction across disciplines, with a focus on student-centered classrooms/voice.	% of students proficient on all 3 Keystone Exams by end of 11th grade will grow from 22.2% in August 2019 to 52.0% by August 2026.	EP 01: Align curriculum, assessments, and instruction to the PA Standards

**Anticipated Outputs (link out to EP Look Fors)**

**Monitoring/Evaluation**

<ul style="list-style-type: none"> <li>- ELA lesson implementation include at least 50% of the look fors in the ELA Framework, where differentiation for students needs are also evident throughout the instructional block and where pacing meets the District's curricular expectations.</li> <li>- Content-specific PD and teacher support for ELA and science teachers align with data on teacher needs in relation to the ELA Framework</li> <li>- 51% of teacher and student mindsets value literacy cultures that foster high expectations and asset-based thinking for all students (particularly for historically marginalized students), student discourse, problem-solving, productive struggle, and culturally responsive pedagogies.</li> <li>- There is a culture of trust among the faculty that allows for reflection on how our beliefs impact students</li> </ul>	<ul style="list-style-type: none"> <li>- 12 informal classroom walkthroughs will occur on a monthly basis to assess teachers' implementation of the ELA Framework look fors and corresponding OSS strategies using the Danielson Rubric</li> <li>- A teacher survey will be administered on a semester basis to determine the effectiveness of teacher supports in meeting teacher needs, as well as a quick survey administered at the end of each PD.</li> <li>- An annual LN4 teacher survey will be administered to determine trends in faculty reflections on culturally responsive school cultures</li> <li>- At the end of each quarter, the school team will review trends in students' Star performance to determine progress towards end of year proficiency goals</li> </ul>
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Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Develop a preliminary scope and sequence for PD for the year for ELA and science teachers, with a yearlong theme of questioning strategies and student voice	8/1/2021	12/1/2021	Principal MacFarland, SBTL	ELA Framework	
Based on LN4 trainings from Spring 2021, develop a first quarter PD plan	8/1/2021	9/1/2021	Principal MacFarland, SBTL	LN4 PD plan	
Ensure that the SBTL is oriented to and familiar with the ELA Framework	8/1/2021	8/23/2021	Alison Barnes (PLS)	ELA framework; district PD	
Implement PD for ELA and science teachers each month on one topic (e.g., formative tasks, student work analysis, student discourse) related to the ELA framework and one corresponding OSS framework strategy	8/23/2021	6/1/2022	SBTL	CEEDAR resources	
In preparation for Keystones, norm faculty on expectations for identifying, administering, grading, and giving feedback on CRQs	8/23/2021	8/31/2021	SBTL	time to norm; rubric	
The instructional team (including the SBTL) will conduct learning walks to collect baseline information on teacher strengths and areas of growth	9/7/2021	10/7/2021	Principal MacFarland	learning walk tool	
In preparation for Keystones, expose students to CRQs once a week	9/7/2021	9/30/2021	SBTL & Keystone Teachers	CRQs	
Ensure that the SBTL attends OSS Framework PDs and identifies which instructional practices to bring back to Parkway NW that align with upcoming ELA PD focus areas.	9/15/2021	5/1/2022	Principal MacFarland & SPECM	district PDs and OSS Framework	
Administer the English II and Biology Keystone exams	9/20/2021	9/30/2021	Test Coordinator (Marino)	exams	
After Keystones, shift to administering CRQs every three weeks - this is subject to change	10/1/2021	6/14/2022	SBTL	Student work analysis protocol	
Include SBTL in LN4 Instructional Rounds on the ELA framework	10/1/2021	5/1/2022	Principal MacFarland	schedule availability	
After each CRQ administer, faculty will collaborate in content teams to analyze student work and determine instructional adjustments	10/20/2021	6/14/2022	SBTL (CPT)	CPT time	
Each month, the instructional team will conduct informal walkthroughs that align with the PD plan and corresponding OSS strategies, while the principal-led informal classroom observations will assess teachers' implementation of the ELA framework look fors	10/20/2021	6/1/2022	Principal MacFarland	Danielson Rubric; LN4 ELA Framework Feedback Tool	
Towards the end of Quarter 2, host teacher focus groups to determine PD needs for the upcoming quarter and use this time to analyze student data holistically to help determine instructional needs	11/20/2021	12/1/2021	SBTL & Kelly & Morris	schedule time	
A teacher survey will be administered on a semester basis to determine the effectiveness of teacher supports in meeting teacher needs, as well as a quick survey administered at the end of each PD.	12/1/2021	5/1/2022	Alison Barnes (PLS) & PESO	survey	
Towards the end of Quarter 3, host teacher focus groups to determine PD needs for the upcoming quarter and use this time to analyze student data holistically to help determine instructional needs	1/30/2022	2/10/2022	SBTL, Testing Coordinator (Marino)	master schedule; teacher availability	
Towards the end of Quarter 4, host teacher focus groups to determine PD needs for the upcoming quarter and use this time to analyze student data holistically to help determine instructional needs	3/30/2022	4/7/2022	SBTL, Testing Coordinator (Marino)	master schedule; teacher availability	
An annual LN4 teacher survey will be administered to determine trends in faculty reflections on culturally responsive school cultures	6/1/2022	6/14/2022	Alison Barnes (PLS) & PESO	survey	

**Parkway Northwest HS - Comprehensive Plan: Strategies and Action Steps**

**Evidence Based Strategy #2:**

Math Framework (Focus: Tier I Academics)

EBS: Effective Professional Learning

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 4	Because we're early in the stages of the implementation of Achieve the Core 2b, we haven't fully demonstrated to teachers how to integrate this work into the new math framework and into highly effective ELA instruction across disciplines, with a focus on student-centered classrooms/voice.	% of students proficient on all 3 Keystone Exams by end of 11th grade will grow from 22.2% in August 2019 to 52.0% by August 2026.	EP 01: Align curriculum, assessments, and instruction to the PA Standards

**Anticipated Outputs (link out to EP Look Fors)**

**Monitoring/Evaluation**

<ul style="list-style-type: none"> <li>- Math lesson implementation include at least 80% of the look fors in the Math Framework, where differentiation for students needs are also evident throughout the instructional block and where pacing meets the District's curricular expectations.</li> <li>- Content-specific PD and teacher support align with data on teacher needs in relation to the Math Framework</li> <li>- 51% of teacher and student mindsets value math class cultures that foster high expectations and asset-based thinking for all students (particularly for historically marginalized students), student discourse, problem-solving, productive struggle, and culturally responsive pedagogies.</li> <li>- There is a culture of trust among the faculty that allows for reflection on how our beliefs impact students</li> </ul>	<ul style="list-style-type: none"> <li>- 12 informal classroom walkthroughs will occur on a monthly basis to assess teachers' implementation of the Math Framework look fors and corresponding OSS strategies using the Danielson Rubric</li> <li>- A teacher survey will be administered on a semester basis to determine the effectiveness of teacher supports in meeting teacher needs, as well as a quick survey administered at the end of each PD.</li> <li>- An annual LN4 teacher survey will be administered to determine trends in faculty reflections on culturally responsive school cultures</li> </ul>
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Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
The SBTL will attend <a href="#">OSS Framework</a> professional development sessions.	7/1/2021	4/30/2021	Principal MacFarland		
Provide 1:1 professional development to the SBTL on the <a href="#">Math Framework</a> to ensure that they are familiar with the document.	8/1/2021	8/31/2021	Alison Barnes	<a href="#">Math Framework</a>	
The Math Teacher Leader will provide math teachers with professional development on questioning strategies to increase student discourse in the classroom. There will be at least one questioning session offered to teachers per month.	8/23/2021	6/1/2022	Math Teacher Leader		
During CPT, math teachers will use the School District of Philadelphia's scope and sequence for their content area while planning to ensure that they cover all topics necessary to completion of the course.	8/23/2021	6/1/2022	Math Teacher Leader	SDP's Scope & Sequence, resources available on the <a href="#">Educator's HUB</a> , LN 4's Math Framework PD Series	
The Math Teacher Leader will plan and deliver a professional development series on developing formative tasks during the first marking period.	8/23/2021	11/16/2021	Math Teacher Leader		
Maintain a professional learning log throughout the school year to document attendance and feedback from participants	8/23/2021	6/15/2022	SBTL	Professional Learning Log	
Conduct professional development on 5 of the 12 high leverage instructional practices from OSS Special Ed Framework.	9/1/2021	2/28/2021	SPECM	<a href="#">OSS Framework</a> , <a href="#">CEEDAR</a> website	
The resources available on <a href="#">CEEDAR</a> 's website will be utilized when planning professional development sessions on the 12 high leverage instructional practices. This include videos and other resources.	9/1/2021	2/28/2021	SPECM	<a href="#">CEEDAR</a> website	
The instructional team (including SBTL) will collect baseline data on teacher practices using the <a href="#">LN 4 Math Framework Feedback Tool</a> .	9/1/2021	11/1/2021	Principal MacFarland	<a href="#">LN 4 Math Framework Feedb</a>	
During the first three weeks of school, teachers will administer CRQs to students at least once per week in preparation for Keystone assessment to be administered 9/20 - 9/30.	9/1/2021	9/20/2021	Math Teachers	<a href="#">Keystone Release Items</a> , LN 4 Google Classroom	
Each month, the instructional leadership team will conduct 6 math classroom walkthroughs to assess teachers' implementation of the Math Framework look fors and corresponding OSS strategies using the Danielson Rubric.	9/1/2021	5/31/2022	Principal MacFarland	<a href="#">LN 4 Math Framework Feedback Tool</a> , List of 12 Instructional High Leverage Practices, Danielson Rubric	
A teacher survey will be administered on a semester basis to determine the effectiveness of teacher supports in meeting teacher needs.	9/1/2021	6/15/2022	Alison Barnes (PLS)	Teacher Support Survey	
A short survey will be administered at the end of each PD to gain feedback to make future sessions more effective.	9/1/2021	6/15/2022	SBTL	PD Feedback Survey	
Teachers will administer the Keystone exam for the 2020 - 2021 school year to students in September.	9/20/2021	9/30/2021	Test Coordinator	Keystone Assessment	
The Math Teacher Leader will attend math focused LN4 Instructional Rounds.	10/1/2021	4/30/2021	Principal MacFarland		
Teachers will administer CRQs to students twice a month.	10/1/2021	5/31/2022	SBTL	<a href="#">Keystone Release Items</a> , LN 4 Google Classroom	
Teachers will use CRQ data to drive instruction. During CPT, teachers will engage in a student work analysis protocol.	10/1/2021	5/31/2022	SBTL	Student Work Analysis Protocol	
The SBTL & Test Coordinator will collaboratively plan and deliver a professional development series on small group instructional practices.	10/1/2021	5/31/2022	SBTL & Test Coordinator	Student Work Analysis Protocol, STAR Data	
Principal will conduct and document one informal observation per month.	10/1/2021	5/31/2022	Principal MacFarland	Cornerstone, <a href="#">LN 4 Math Framework Feedback Tool</a> , Danielson Rubric	
Towards the end of quarter 1, the instructional leadership team will host a focus group with teachers to determine teachers' PD needs	11/1/2021	11/16/2021	SBTL & Kelly & Morris	<a href="#">Math Framework</a>	
The Math Teacher Leader will plan and deliver a professional development series on increasing student discourse during the second marking period.	11/17/2021	1/25/2022	Math Teacher Leader	5 Practices for Orchestrating Productive Mathematics Discussions	
Towards the end of quarter 2, the instructional leadership team will host a focus group with teachers to determine teachers' PD needs	1/1/2022	1/25/2022	SBTL & Kelly & Morris	<a href="#">Math Framework</a>	
The Math Teacher Leader will plan and deliver a professional development series on analyzing student work and using it to inform instruction during the third marking period.	1/26/2022	3/24/2022	Math Teacher Leader		
Towards the end of quarter 3, the instructional leadership team will host a focus group with teachers to determine teachers' PD needs	3/1/2022	3/24/2022	SBTL & Kelly & Morris	<a href="#">Math Framework</a>	
Towards the end of quarter 4, the instructional leadership team will host a focus group with teachers to determine teachers' PD needs	6/1/2022	6/15/2022	SBTL & Kelly & Morris	<a href="#">Math Framework</a>	
An annual LN4 teacher survey will be administered to determine trends in faculty reflections on culturally responsive school cultures	6/1/2022	6/15/2022	Alison Barnes (PLS)	LN 4's Culturally Responsive School Culture Survey	

**Parkway Northwest HS - Comprehensive Plan: Strategies and Action Steps**

**Evidence Based Strategy #3:**

MTSS (Focus: Tier I Academics)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 4	Because we're early in the stages of the implementation of Achieve the Core 2b, we haven't fully demonstrated to teachers how to integrate this work into the new math framework and into highly effective ELA instruction across disciplines, with a focus on student-centered classrooms/voice.	% of students proficient on all 3 Keystone Exams by end of 11th grade will grow from 22.2% in August 2019 to 52.0% by August 2026.	EP 01: Align curriculum, assessments, and instruction to the PA Standards
Additional Goal 3	To support the wide ranging credit needs that emerged from a year of distance learning, we need to integrate socioemotional learning into our schoolwide approach to helping students stay/get back on track to graduation and prepare for their college/career plans.	At least _% of students will graduate with their 4-year cohort	EP13: Implement a multi-tiered system of supports for academics and behavior

**Anticipated Outputs (link out to EP Look Fors)**

**Monitoring/Evaluation**

<ul style="list-style-type: none"> <li>- The feasibility of MTSS Tier 1 is established through a consistent schedule of meetings, the consistent use of MTSS protocols, and an accessible documentation process that includes Star data, CRQ data, and adaptive intervention data.</li> <li>- School staff involved in the MTSS process implements 80% of the MTSS Tier 1 expectations with fidelity, which includes reviewing assessment data in grade groups to discuss Tier 1 concerns (i.e. academic needs by content, standard, concept, skill), collecting data (i.e. observations, feedback, parent/guardian input, etc), implementing Tier 1 intervention plans (i.e. small group instruction), progress monitoring, and determining next steps after 6-8 weeks.</li> <li>- The MTSS team members establish guidance/expectations for Tier 1 supports and interventions that are culturally sustaining</li> </ul>	<ul style="list-style-type: none"> <li>- At the middle and end of each quarter, review the Grade Monitoring Tool to review students' on-track and off-track status to determine if MTSS plans are effectively improving student outcomes</li> <li>- At the end of each quarter, analyze 9th grade on-track and 12th grade on-track rates to determine progress towards schoolwide graduation goals.</li> </ul>
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Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
The school SBTL will work in tandem with LN#4 instructional support professionals and faculty to develop small groups of students for each teacher based on students' on-track/off track data this past year, and based on an analysis of reading/math difficulties indicated on STAR screener reports.	8/15/21	11/1/2021	SBTL (Ziegenfus)	STAR Data	
Parkway NW leadership team will develop 3-5 small group instructional look-fors for the SY 2021-22	8/23/21	9/30/2021	Leadership team	ELA Framework, Math Framework, Small Group instructional strategies	
The Parkway NW SBTL will develop expectations around core small group instructional strategies for faculty members to utilize	8/23/21	6/1/2021	SBTL (Ziegenfus)	STAR Data, Small Group instructional strategies	
Teachers will receive PD at the start of the school year around (1) which STAR reports to utilize for identifying individual student learning needs and how to analyze said reports, (2) how to create tiered groups based on diagnostic reports, (3) how to create instruction plans for those tiered groups, and (4) how to monitor student progress toward addressing identified learning needs.	8/23/21	9/30/2021	Testing Coordinator (Marino), SBTL (Ziegenfus)	STAR data by tutorial, Access to STAR reports, LN4 training support	
Teachers will analyze student assessment data using SDP Data Analysis Protocols in CPTs once every month where they will use assessment reports to identify instructional scaffolds for upcoming, grade-level instruction as well as areas for Tier II small group interventions and Tier III individualized supports by analyzing individual diagnostic reports to pinpoint each student's instructional needs.	8/23/21	6/1/2021	Faculty, SBTL (Ziegenfus)	SDP data protocol, CPT for PD & implementation	
Teachers will refine their small group practices based on their analysis of student work and assessment data in CPTs once every month.	8/23/21	6/1/2021	Faculty, SBTL (Ziegenfus)	CPT for PD & implementation, Lesson plan template	
Assessment coordinator will input data into a system for teachers to use for their small groups quarterly	8/23/21	6/1/2021	Testing Coordinator (Marino)	STAR Data, Keystone Data, Google Sheet spreadsheet template	
The 9th grade and 12th grade instructional teams will clarify their roles and responsibilities for supporting the MTSS process	8/23/21	6/1/2021	Counselor (Morris), SBTL (Ziegenfus), Testing Coordinator (Marino), Climate Manager (Wilson), Parkway NW Faculty	Weekly MTSS meeting running agenda, Calendar reminders, Assigned faculty groups	
At-risk 12th graders will be identified using roster and transcript review at the start of the year and through the Grade Monitoring Tool during the year through monthly MTSS meetings.	8/23/21	6/1/2021	Counselor (Morris), English 4 teacher, Senior teachers	GMT, Graduation progress tracking, Communication with students & families	
Plan grade level competitions and events to build community and common experiences	8/23/21	6/1/2021	Climate Manager (Wilson), Counselor (Morris), Faculty & Staff (Parkway NW)	Town Hall, Slideshow, SIS reports, Incentives for raffle	
The instructional leadership team will support effective implementation of small group instructional strategies by visiting teachers' classrooms once a month and providing school-wide (not individualized) feedback.	8/31/21	6/1/2021	Leadership team	1/2 day release time for internal classroom visits	
Teachers will analyze students' constructed responses during CPT monthly and determine what feedback they'll provide to the students, as well as what they need to adjust in their instruction.	8/31/21	6/1/2021	SBTL (Ziegenfus), CRQ Team	CRQ Grading template, Lesson plan implementation	
Highlight students at least once per quarter for perfect and improved attendance, grades, Honor Roll, improved grades	11/1/21	6/1/2021	Counselor (Morris), Testing Coordinator (Marino)	Town Hall, Slideshow, SIS reports, Incentives for raffle	

**Parkway Northwest HS - Comprehensive Plan: Strategies and Action Steps**

**Evidence Based Strategy #4:**

Healing Together: Community Meeting (K-8) / Advisory (9-12) (Focus: Tier I Climate)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 3	To support the wide ranging credit needs that emerged from a year of distance learning, we need to integrate socioemotional learning into our schoolwide approach to helping students stay/get back on track to graduation and prepare for their college/career plans.	At least _% of students will graduate with their 4-year cohort	EP13: Implement a multi-tiered system of supports for academics and behavior
Additional Goal 1	The additional resources around peer mediation and Tier 2 and Tier 3 restorative justice circles can provide meaningful options for de-escalating conflicts in our school community.	At least _% of all students will attend school 95% of days or more	EP13: Implement a multi-tiered system of supports for academics and behavior
Additional Goal 2	The additional resources around peer mediation and Tier 2 and Tier 3 restorative justice circles can provide meaningful options for de-escalating conflicts in our school community.	At least _% of students will have zero out-of-school suspensions	EP13: Implement a multi-tiered system of supports for academics and behavior

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
<ul style="list-style-type: none"> <li>- All students, parents, and teachers understand how best to utilize the Naviance college/career readiness resources (and other CCR resources) to help students formulate their postsecondary plans (continued from 2020-2021)</li> <li>- The majority of the adults at the school can articulate the "why" behind Healing Together, the vision of this initiative, and the socioemotional + college/career readiness components of this initiative</li> <li>- Faculty/staff will work together to adapt Healing Together to meet the needs the needs of students and adults at the school through clear systems and structures for intentional, collaborative planning and preparation for the rollout of advisory lessons</li> <li>- Students will feel as though school is their home and that they can express themselves, engage with each other, and exchange ideas/needs/thoughts comfortably through team building opportunities</li> <li>- "Healing Together" provides a true space for healing and expression, particularly in relation to current events -- "self and shelf"</li> <li>- Students will be more focused as a result of the time and conversations in advisory</li> </ul>	<ul style="list-style-type: none"> <li>- Students' Check and Reflect survey data will be reviewed at the end of each quarter to determine if students are following through on their actions and meeting their goals</li> <li>- Administer student wellbeing surveys 4 times a year</li> <li>- Student attendance in advisory</li> <li>- Informal walkthroughs of community meetings/advisories</li> </ul>

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Check and reflects will be distributed to 9th and 12th grade students one week before interim grades and three weeks before final grades.	5/1/2021	5/20/2022	Principal (MacFarland), Climate Manager (Wilson), Climate team	Check & Reflect tool	
All seniors will be rostered for the senior capstone course to support college and career work.	7/1/21	8/1/2021	Roster Chair (Marino), Counselor (Morris)	roster and master schedule	
Draft topics for town halls in advance of Q1	8/1/21	8/23/21	Counselor (Morris)	meeting time	
Allocate time for advisory planning in the CPT schedule	8/15/2021	9/1/2021	SBTL (Ziegenfuss)	Master schedule, CPT schedule	
Identify advisory planning team and draft of schedule to meet	8/15/2021	9/1/2021	Principal (MacFarland)	teacher team, master schedule	
For Q1, advisory team meets monthly to plan for the upcoming month and communicate key ideas, lessons, goals, and PD on Naviance if required	8/23/21	11/16/2021	Principal (MacFarland), Counselor (Morris), Advisory team	meeting time; advisory team	
For Q1-- faculty and staff will be trained on using the Check and Reflect tool	8/23/21	11/16/2021	Principal (MacFarland), Counselor (Morris), Testing Coordinator (Marino), Climate Manager (Wilson)	check and reflect tool, PD plan	
Conduct monthly town hall meetings focused on a common set of topics (attendance, academic rewards and support, student highlights, etc)	9/1/2021	6/1/2022	Climate Manager (Wilson), Counselor (Morris), SGA	space to meet, facilitators	
9th grade academy team develops and rolls out a 9th grade advisory curriculum focusing on the transition to high school	9/1/2021	11/30/2021	9th grade academy team		
Implement freshmen night, sophomore night, junior night, and senior night to prepare parents for the year ahead	9/15/21	10/15/2021	Counselor (Morris)	planning committee; key points; flyers and communication methods	
Incorporate Student Well-Being Survey, which is a 5 minute survey administered each month in CM	9/15/21	6/10/2022	Climate Manager (Wilson)	surveys	
Train staff in Community Meeting/advisory (and its connections to social-emotional learning and college/career advising)	9/15/2021	12/1/2022	Counselor (Morris)	community meeting/advisory vision and resources	
All 12th grade students will be supported in completing one college or career program application by the end of the first marking period.	9/15/21	11/30/2021	Counselor (Morris), English 4 teacher, Senior advisory teachers	roster, applications, scheduled meeting time	
Survey students on their postsecondary plans	9/15/2021	11/1/2021	Counselor (Morris), Tutorial teachers	survey, laptops	
Check and reflects will be distributed to 9th and 12th grade students one week before interim grades and three weeks before final grades.	10/1/2021	10/21/21	Principal (MacFarland), Climate Manager (Wilson), Climate Team	check and reflect tool	
plan and provide Career Fair-- invite college students and professors	10/1/2021	11/30/2121	Principal (MacFarland, Counselor (Morris), Community Partner (The Business Center)	planning committee; key points; flyers and communication methods; community members to volunteer	
in advance of Q2, draft topics for town halls	10/15/21	11/17/21	Counselor (Morris)	meeting time	
plan and implement a fundraiser that students can be a part of	10/15/21	4/15/2021	Climate Manager (Wilson)	planning committee	
Faculty will work with 9th and 12th grade students in their tutorial (advisory) after distributing check and reflects during each quarter.	10/15/21	6/1/2022	Faculty & Staff (Parkway NW)	schedule to meet with students, make up schedule	
One 9th grade STEM-related trip will be incorporated into the 9th grade academy at Walnut Lane Golf Club.	11/1/2021	4/1/2022	Principal (MacFarland), 9th grade team	trip plans, permission slips, transportation	
Use survey information to guide guest speakers to come talk to students during the advisory time	11/1/2021	6/1/2021	Counselor (Morris)	survey data	
for Q2, advisory team meets monthly to plan for the upcoming month and communicate key ideas, lessons, goals, and PD on Naviance if required	11/17/21	1/25/2022	Principal (MacFarland), Counselor (Morris), Advisory team	meeting time; advisory team	
Q2-- faculty and staff will be trained on using the Check and Reflect tool	11/17/21	1/25/2022	Principal (MacFarland), Counselor (Morris), Testing Coordinator (Marino), Climate Manager (Wilson)	check and reflect tool, PD plan	
All 12th grade students will be supported in completing their FAFSA application by the end of the second marking period.	11/17/21	1/25/2022	Counselor (Morris), English 4 teacher, Senior advisory teachers	schedule to meet with students, make up schedule	

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invite college students and alumni to come back and meet with current students-- focus on choosing a college and a major	11/30/2021	2/15/2022	Counselor (Morris)	alumni contact info	
Check and reflects will be distributed to 9th and 12th grade students one week before interim grades and three weeks before final grades.	12/15/21	1/1/2022	Principal (MacFarland), Climate Manager (Wilson), Climate Team	check and reflect tool	
in advance of Q3, draft topics for town halls	1/1/2022	1/26/22	Counselor (Morris)	meeting time	
provide college and trade school informational sessions (via Zoom) in 10th and 11th grade	1/1/22	3/30/2022	Counselor (Morris)	planning committee; key points; flyers and communication methods	
for Q3, advisory team meets monthly to plan for the upcoming month and communicate key ideas, lessons, goals, and PD on Naviance if required	1/26/22	3/24/2022	Principal (MacFarland), Counselor (Morris), Advisory team	meeting time; advisory team	
Q3-- faculty and staff will be trained on using the Check and Reflect tool	1/26/22	3/24/2022	Principal (MacFarland), Counselor (Morris), Testing Coordinator (Marino), Climate Manager (Wilson)	check and reflect tool, PD plan	
All 12th grade students will be supported in completing their required Naviance tasks by the end of the third marking period.	1/26/22	3/24/2022	Counselor (Morris), English 4 teacher, Senior advisory teachers	schedule to meet with students	
Check and reflects will be distributed to 9th and 12th grade students one week before interim grades and three weeks before final grades.	2/1/2022	3/1/2022	Principal (MacFarland), Climate Manager (Wilson), Climate Team	check and reflect tool	
in advance of Q4, draft topics for town halls	3/1/2022	3/25/22	Counselor (Morris)	meeting time	
for Q4, advisory team meets monthly to plan for the upcoming month and communicate key ideas, lessons, goals, and PD on Naviance if required	3/25/22	6/10/2021	Principal (MacFarland), Counselor (Morris), Advisory team	meeting time; advisory team	
Q4-- faculty and staff will be trained on using the Check and Reflect tool	3/25/22	6/10/2021	Principal (MacFarland), Counselor (Morris), Testing Coordinator (Marino), Climate Manager (Wilson)	check and reflect tool, PD plan	

**Parkway Northwest HS - Comprehensive Plan: Strategies and Action Steps**

Evidence Based Strategy #5:					
Universal Screener (Focus: Tiers II/III Climate)					
Select Any Applicable Goals	Why Statement	Goal Statement		Essential Practice	
Additional Goal 2	The additional resources around peer mediation and Tier 2 and Tier 3 restorative justice circles can provide meaningful options for de-escalating conflicts in our school community.	At least _% of students will have zero out-of-school suspensions		EP13: Implement a multi-tiered system of supports for academics and behavior	
Additional Goal 1	The additional resources around peer mediation and Tier 2 and Tier 3 restorative justice circles can provide meaningful options for de-escalating conflicts in our school community.	At least _% of all students will attend school 95% of days or more		EP13: Implement a multi-tiered system of supports for academics and behavior	
Anticipated Outputs (link out to EP Look Fors)			Monitoring/Evaluation		
<ul style="list-style-type: none"> <li>- The schoolwide climate approach will be seen as the right approach for the school because it will have been shaped by the input/voices of students, parents/guardians, and faculty/staff</li> <li>- Faculty/staff will demonstrate a more proactive approach to matching students' needs based on increased intentionality around planning, progress monitoring, and feedback collection.</li> <li>- As a result of strong Tier I and Tier II climate systems, we will have more students engaged in school and who are therefore attending school on a regular basis, as well as students who will resolve interpersonal conflicts through peer mediation/small group counseling to avoid the need for suspensions</li> </ul>			<ul style="list-style-type: none"> <li>- The school climate team will monitor the level of participation/engagement in the behavioral supports offered to determine the spread/impact of the Tier I/II systems</li> <li>- Results from student surveys will demonstrate whether students' needs are being met, particularly the needs that were identified through the universal screener</li> <li>- We will see evidence of students shifting from Tier II down to Tier I, and from Tier III to Tier II, on a quarterly basis, and we will also monitor students' attendance and suspension data to determine progress towards end of year goals.</li> </ul>		
Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Provide Universal Screener overview to school leadership team	8/1/2021	9/30/2021	Climate Manager	Universal Screener, support from LN4 P&I	
Identify Tier 2 team members	8/1/2021	9/1/2021	Climate Manager	Staff lists, Tier 2 roles/responsibilities one pager	
Determine if there are additional partners who can help provide socioemotional supports for the school	8/1/2021	10/1/2021	Climate Manager, Counselor, Principal	Monthly meeting with school, LN4, district P&I	
Create time in the schedule for meeting with students to check in and/or provide proactive behavioral supports such as conflict resolution, peer mediation, small groups (example meeting times: weekly check ins on Fridays, half days, morning meeting, or interim conferences)	8/1/2021	8/31/2021	Roster Chair, Principal	Morning meeting plan, Time for On-track check-ins each week	
Design "menu" of climate expectations and climate supports	8/1/2021	8/31/2021	Climate Manager, Student Climate Staff, Counselor	School handbook	
The climate manager will train the faculty and staff to support implementation of the conflict resolution program each quarter.	8/23/2021	6/14/2022	Climate Manager	PD time for training	
The school climate manager and counselor will devise systems for implementing Tier II and Tier III attendance processes during the 2020-21 school year.	8/23/2021	9/10/2021	Climate Manager (Wilson) and Counselor (Morris)	Training of Climate Manager, Implementation coaching	
Establish Tier 2 team meeting schedule	9/1/2021	9/15/2021	Climate Manager	Creation of schedule	
Implement grade level competitions and events to build community and common experiences among students on a monthly basis	9/10/2021	6/1/2022	Climate Manager, Student Climate Staff, Counselor	Meeting time to create competitions, Communication plan	
Implement attendance planning meetings/coaching/data reviews on a monthly basis and check for movement across attendance tiers	9/10/2021	6/1/2022	Climate Manager, Counselor	Attendance tracker, Involvement of LN4 attendance coach	
Implement MTSS meetings on a bi-weekly basis to monitor the level of participation/engagement in the behavioral supports offered and determine the spread/impact of the Tier I/II systems (e.g., conflict resolution, peer mediation), and to check for movement across behavioral tiers	9/10/2021	6/1/2022	Climate Manager, Counselor	MTSS tracker	
Implement Tier II mediation meetings utilizing restorative justice practices under the direction of the climate manager on an as needed basis.	9/15/2021	6/14/2022	Climate Manager	Training for Restorative Circles	
The climate manager will support individual faculty and staff members with conflict resolution techniques in working with specific students each week based on requests for assistance or based on data on student referrals	9/30/2021	6/14/2022	Climate Manager	Referral system for conflict resolution, Implementation tracker	
Train Tier 2 team on Universal Screener, implementation, data analysis, and the implementation of small group interventions	10/1/2021	10/30/2021	Climate Manager	Universal Screener, support from LN4 P&I	
The climate manager will implement student-centered training once during the first quarter to involve the SGA in peer mediation conflict resolution measures, and then monthly trainings for the rest of the year.	10/1/2021	6/14/2022	Climate Manager	SGA meeting schedule	
Establish method and schedule to communicate Universal Screener data to school staff	10/20/2021	11/15/2021	Climate Manager	SDP guidance on the universal screener	
Determine Universal Screener dates and schedule (3x/year)	10/20/2021	11/15/2021	Climate Manager, Principal	SDP guidance on the universal screener	
Train school staff on Universal Screener overview, Equity & next steps	11/15/2021	12/1/2021	Climate Manager	Universal Screener, support from LN4 P&I	
Highlight students at least once per quarter for perfect and improved attendance, grades, Honor Roll, improved grades	11/15/2021	6/14/2022	Climate Manager, Student Climate Staff	Student attendance, coursemarks, behavioral data, and a townhall meeting schedule/incentives	
Administer Universal Screener	12/1/2021	1/20/2021	Climate Manager, Counselor	Universal Screener, support from LN4 P&I	
Place students in appropriate small group interventions based on data from the screener (i.e. Calm Cat, Coping Power, CBITS, Bounce Back)	1/5/2022	1/25/2022	Climate Manager, Counselor	Resources for small group interventions	
Support training of intervention providers (counselor, climate manager, social worker) in identified small group intervention	1/5/2022	1/25/2022	Principal	Support from P&I	
A student survey will be administered in the middle of the year to collect their feedback on behavioral support systems	12/1/2021	12/20/2021	Principal	Student survey	
A student survey will be administered at the end of the year to collect their feedback on behavioral support systems	5/1/2022	5/20/2022	Principal	Student survey	





Parkway Northwest High School [5070] 2021-2022 School Plan

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
<b>BOARD GOAL 4</b>	At least 8% of 11th grade students will score proficient on all three Keystones (Algebra, Literature, and Biology)	- At least 15% first time test takers in 9th grade Algebra I will score at or above grade-level on the District's within-year math and reading assessment in Q1 - At least 24% first time test takers in 10th grade English II will score at or above grade-level on the District's within-year math and reading assessment in Q1	- At least 15% first time test takers in 9th grade Algebra I will score at or above grade-level on the District's within-year math and reading assessment in Q2 - At least 24% first time test takers in 10th grade English II will score at or above grade-level on the District's within-year math and reading assessment in Q2	- At least 15% first time test takers in 9th grade Algebra I will score at or above grade-level on the District's within-year math and reading assessment in Q3 - At least 24% first time test takers in 10th grade English II will score at or above grade-level on the District's within-year math and reading assessment in Q3	- At least 15% first time test takers in 9th grade Algebra I will score at or above grade-level on the District's within-year math and reading assessment in Q4 - At least 24% first time test takers in 10th grade English II will score at or above grade-level on the District's within-year math and reading assessment in Q4
	Actual Performance				
	Met Target?				
	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
<b>95% ATTENDANCE GOAL</b>	At least 75% of all students will attend school 95% of days or more	At least 84% of all students will attend school 95% of days or more in Q1.	At least 81% of all students will attend school 95% of days or more in Q2.	At least 78% of all students will attend school 95% of days or more in Q3.	At least 75% of all students will attend school 95% of days or more in Q4.
	Actual Performance				
	Met Target?				
	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
<b>90% ATTENDANCE GOAL</b>	At least 71% of all students will attend school 90% of days or more	At least 80% of all students will attend school 90% of days or more in Q1.	At least 77% of all students will attend school 90% of days or more in Q2.	At least 74% of all students will attend school 90% of days or more in Q3.	At least 71% of all students will attend school 90% of days or more in Q4.
	Actual Performance				
	Met Target?				
	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
<b>ZERO SUSPENSION GOAL</b>	At least 93% of students will have zero out-of-school suspensions	At least 98% of students will have zero out-of-school suspensions in Q1.	At least 96% of students will have zero out-of-school suspensions in Q2.	At least 94% of students will have zero out-of-school suspensions in Q3.	At least 93% of students will have zero out-of-school suspensions in Q4.
	Actual Performance				
	Met Target?				
	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
<b>GRADUATION GOAL</b>	At least 98% of students will graduate with their 4-year cohort	At least 86% of first time 12th grade students will be on-track for graduation in Q1, including students who will be graduating on IEP goals/objectives and students who are in credit recovery and passing.	At least 90% of first time 12th grade students will be on-track for graduation in Q1, including students who will be graduating on IEP goals/objectives and students who are in credit recovery and passing.	At least 94% of first time 12th grade students will be on-track for graduation in Q1, including students who will be graduating on IEP goals/objectives and students who are in credit recovery and passing.	At least 98% of first time 12th grade students will be on-track for graduation in Q1, including students who will be graduating on IEP goals/objectives and students who are in credit recovery and passing.
	Actual Performance				
	Met Target?				