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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 6721 - Parkway Middle School

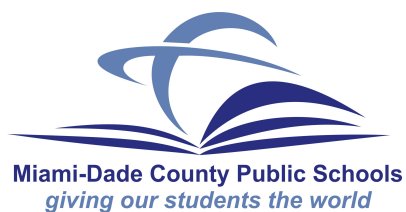
*FeederPattern:* Miami Norland Senior

*Region:* Regional Center II

*District:* 13 - Miami-Dade

*Principal:* Eugene Butler, Jr.

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Parkway Middle School*

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PARKWAY MIDDLE COMMUNITY SCHOOL is a student centered, academically focused and data driven learning center. This Title 1 school consists of approximately 650 students that are enrolled in 6th, 7th, and 8th grades. Of the student population, 98 percent are Black, one percent Hispanic, and one percent White or of other ethnic origin. The majority of these students come from the surrounding community whose ethnic breakdown is consistent with that of the school. Students in the Educable Mentally Handicapped, Emotionally Handicapped, Severely Emotionally Handicapped, and Autistic exceptionalities are transported to Parkway Middle from within its attendance boundary, as well as that of neighboring middle schools, so that the appropriate personnel may service those students. Other students are recruited from targeted areas to participate in the school's Communication and Humanities Magnet program. Additionally, there are a number of students who have transferred to the school in order to benefit from the rigorous academic climate.

Given the school's Mission Statement, the recommendations of the Educational Excellence School Advisory Council (EESAC), and instruction using the Sunshine State Standards, it is our plan that the levels of student achievement for all students, especially those in the lowest 30th percentile (including ESE and ESOL), will increase in the areas of reading, mathematics, writing, and science. In addition, through a school-wide effort, improvements will also be demonstrated in the areas of parental involvement, technology infusion, discipline and safety, health and physical fitness, electives/special special areas, and the school's Return On Investment (relative to the levels of student achievement and the amount spent per pupil).

Given instruction using the Sunshine State Standards, the percentage of tested students scoring at FCAT Achievement level 3 or higher will increase to 44 percent on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Black students scoring at FCAT Achievement level 3 or higher will increase to 44 percent on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Free or Reduced Lunch students scoring at FCAT Achievement level 3 or higher will increase to 44 percent on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Students with Disabilities scoring at FCAT Achievement level 3 or higher will increase to 44 percent on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Black students will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Free or Reduced Lunch students will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by 84 percent of the students reaching the state required mastery level as documented by scores of 4.0 on the 2006 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by an increase in the mean scale score to meet or exceed the District mean scale score as documented by scores of the 2006 FCAT Science Test.

Given the need to strengthen the link between school, home, and community in our efforts of raising student achievement, parental involvement will increase by five percent as documented by the Signature Logs of 2005-2006 as compared to the Signature Logs of 2004-2005.

Given the implementation of the Positive Behavioral Support program, the number of incidences of Outdoor Suspension will be decreased by 15 percent, from 513 incidents in 2004-2005 to 436 in 2005-2006.

The level of teacher's use of technology will increase from 1.7 to 2.0 when comparing the results of the 2004 System for Technology Accountability Report (STAR) School Profile to that of the 2005 STAR School Profile.

Parkway Middle Community School will demonstrate an increase of three percent in the number of fitness award recipients, from 32 percent in 2004-2005 to 35 percent in 2005-2006, as measured by the FITNESSGRAM.

With the implementation of the School Improvement Zone's Extended Day schedule (and the Academic Improvement Period), the number of electives/special interest opportunities available for students to pursue areas of interest and special talents will increase when comparing the number of electives offered in a standard six period day versus the number offered in our eight period day.

Parkway Middle Community School will improve its ranking on the State of Florida ROI index publication from the 15th percentile in 2003 to the 18th percentile on the next publication of the index.

According to the Organizational Performance Improvement Snapshot (OPIS) survey, employee responses indicating specific items of concern are found relative to leadership/employee communication (1g – My organization asks me what I think, and 2a – As it plans for the future, my organization asks for my ideas). These concerns will be

addressed this year by increasing the level and importance of gathering employee input. Inspired by the movement toward enhanced job-related input, the aforementioned goals and objectives, and inspired by their fruition, the collective efforts of the entire school community and its stakeholders will provide students with opportunities to develop academically, emotionally, and socially.

# MIAMI-DADE COUNTY PUBLIC SCHOOLS

## VISION

We are committed to provide educational excellence for all.

## MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

## CORE VALUES

### *Excellence*

We pursue the highest standards in academic achievement and organizational performance.

### *Integrity*

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

### *Equity*

We foster an environment that serves all students and aspires to eliminate the achievement gap.

### *Citizenship*

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

## **Parkway Middle School**

### VISION

Parkway Middle Community School's vision is to become the school of choice for all students in our community. We envision an educational center dedicated to providing a climate of commitment, consistency, and courage in a learning environment where the quest for knowledge is paramount. Parkway Middle Community School's vision embodies its beliefs by providing continuous learning opportunities through high expectations, high standards, and a school culture that promotes an atmosphere where all students will learn and become productive members of society.

### MISSION

The mission of Parkway Middle Community School is to provide excellence in educational opportunities so that each student may develop the self-esteem, self-discipline, and self-motivation necessary to reach his or her potential.

## CORE VALUES

The core values of all stakeholders of Parkway Middle Community School involve fostering the development of students that are Prepared, Motivated, Concerned and Safe in order for them to become successful, productive members of society.

**Prepared:** At Parkway Middle Community School, all stakeholders are expected to be prepared by being punctual and responsible individuals.

**Motivated:** We foster learning environments where students are motivated, eager to learn and strive to achieve personal goals.

**Concerned:** We encourage all stakeholders to treat every person respectfully and demonstrate caring for self, others, school, and community.

**Safe:** We foster a school-wide climate where all stakeholders feel safe and are free from ridicule, harassment, and sarcasm.

## *School Demographics*

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Parkway Middle Community School, a student-oriented, academically focused learning center, consists of approximately 650 students and 85 faculty and staff members. Of the 650 students which are enrolled in 6th, 7th, and 8th grades, 98 percent are Black, one percent Hispanic, and one percent White or of other ethnic origin. Parkway Middle receives Title 1 funds because 72 percent of the students qualify for free or reduced lunch. 24 percent of the students are enrolled in the Exceptional Student Education program, which meets the needs of 21 Educable Mentally Handicapped, 38 Emotionally Handicapped, 37 Specific Learning Disabled, 38 Gifted, five Autistic, and 12 Severely Emotionally Disturbed students. A small number of Speech/Language, Visually Impaired and Physically Impaired students are serviced, as well. Less than one percent of the students are enrolled in the ESOL program (four students total), while 18 percent are enrolled in the school's Writing and Humanities Magnet Program. 93 ESE students participate in the school's Inclusion program which equates to 23.65 percent of our ESE students, overall, spending 80 percent or more time with their non-disabled peers.

Parkway Middle School's faculty is comprised 47 females and 13 males of which 45 are Black, six are White, five are Hispanic, and four are of Indian descent. These faculty members equate to 28 regular education teachers, 12 ESE teachers, eight ESE paraprofessionals, two Reading Coaches, two guidance counselors, one TRUST counselor, one Career Specialist, one Magnet Lead Teacher, one Behavior Management Teacher, one SCSI Teacher, one full-time SED Clinician, one Community Involvement Specialist, and one full-time ESE Department Chairperson. The educational backgrounds of these individuals has resulted in 25 teachers earning Bachelor's degrees (eight of which are currently working towards a Master's degree), 26 teachers who have earned Master's degrees (two of which are currently working towards Educational Specialist degrees and four working on their Doctoral degrees), and two teachers who have earned Educational Specialist degrees (one of which is currently pursuing a Doctoral degree). Three administrators (one principal and two assistant principals - all with Master's degrees) oversee the daily operation of the school.

The 2004-2005 School Accountability Report revealed that 32 percent of the student population met High Standards in Reading, 35 percent in Mathematics, and 83 percent in Writing. 55 percent of the student population made Learning Gains in Reading and 63 percent made Learning Gains in Mathematics. In addition, 74 percent of the lowest 25 percent made Learning Gains in Reading of which 91 percent of the 8th graders in the lowest 25 percent made Learning Gains in Reading. According to the 2004-2005 Annual Yearly Progress Report, 27 percent of Black, 24 percent of Students on Free or Reduced Lunch, and 13 percent of Students with Disabilities scored at or above grade level in Reading. In Mathematics, 29 percent of Black, 28 percent of Students on Free or Reduced Lunch, and 13 percent of Students with Disabilities scored at or above grade level.

In order to get a more accurate overall picture of the school beyond that of academics, additional information from the 2003-2004 and 2004-2005 school years was collected. According to the 2003-2004 School Profile report, teacher attendance was at 94.2 percent. In 2004-2005, student daily attendance was at 93.13 percent. In 2003-2004, 18.6 percent of sixth graders, 19.1 percent of seventh graders, and 10.0 percent of eighth graders were retained reflecting a school wide retention rate of 15.7 percent. Furthermore, based on the 2004-2005 SCMS Referral Action / Suspension report, there were 513 incidences of students being placed on outdoor suspension and 324 incidences of students being referred to Indoor suspension. In addition, two serious incidents (Group IV Violations) occurred involving a Simple Battery (student on student) and Disorderly Conduct, both of which involved different individuals. Moreover, data collected from the 2004-2005 Fitnessgram indicates that 32 percent of the 222 students participating in physical education met minimum health-related standards.

Based on all of the aforementioned data specific to Parkway Middle Community School, it can be extrapolated that while there are a multitude of positive things routinely taking place within the school, a number of other factors need to be improved upon, as well.

# *School Foundation*

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## ***Leadership:***

According to the Organizational Performance Improvement Snapshot (OPIS) survey, the Leadership of the school was the second highest category relative to its overall ranking by the Category Average Score (4.1 out of 5). In addition, an item from Leadership (1a. I know my organization's mission) was ranked second in the Item Average Score (4.4). Furthermore, four additional items referring to Leadership were ranked in the top 15 average scores out of a total of 40. These include the following: 1b. My supervisor uses our organization's values to guide us; 1d. My organization's supervisor shares information about the organization; 1f. My organization lets me know what it thinks is important; and 1c. My supervisor creates a work environment that helps me do my job. Individually, these scores reflect that the employees are being informed about important issues, are provided with a positive and well-informed workplace, and are able to identify what is most important relative to the mission of the school. Collectively, they indicate that the employees are pleased with the job being performed by the school's leadership and direction that the school is moving. The main area for improvement in this category lies with the seeking of feedback. 1g - My organization asks me what I think - was one of the lowest ranking indicators. In order to address this concern, the school's leadership will develop both formal and informal questionnaires and surveys for distribution to all employees. The leadership will then use the information provided from these instruments to make whatever adjustments are necessary and to provide feedback to the employees regarding program implementation and performance.

## ***District Strategic Planning Alignment:***

Overall, this category was tied in its ranking for last place in the OPIS with an overall score of 3.7. Of the three items in this category, two were ranked relatively high with scores of 3.9 for both. These items included: 2b. I know the parts of my organization's plans that will affect me and my work; and 2c. I know how to tell if we are making progress on my work group's part of the plan. The third item, 2a. (As it plans for the future, my organization asks for my ideas) was ranked second to last with an item average score of 3.3. Strengths in this area are that the school's employees know the school's plan/mission and can tell whether or not they are making progress towards meeting our objectives. The area needing most improvement was that some employees do not feel as if they are asked to share their ideas. This area, the lack of collegial sharing/employee input, needs to be an area of focus. As was referenced in the earlier category, surveys and questionnaires will be developed and distributed amongst staff members. The Information received will be used to make any adjustments that are necessary or appropriate.

## ***Stakeholder Engagement:***

The Customer and Market Focus category was ranked number 3 with an average score of 4.1. The first item within this category, 3a (I know who my most important customers are) was ranked at number one with its average item score of 4.5 – the school's highest. 3b (I keep in touch with my customers) was ranked at number 5 based on its average item score of 4.3. One other item, 3c (My customers tell me what they need and want), was also ranked in the top 50 percent. These responses indicate that, overall, employees know who the most important stakeholders are and are able to build a professional relationship with them. This has created an environment where the stakeholders are able to communicate their needs in order to create a more successful academic climate. The weakest area in this category (3d - I ask my customers if they are satisfied or dissatisfied with my work) landed in the 28th spot from the top. All employees need to receive feedback regarding their performance, both from their supervisors and their customers. This will allow each individual to be able to identify his/her strengths and weaknesses and adjust his/her



work accordingly. The school leadership will meet with staff members on an individual basis in order to share pertinent information in order to ensure that all employees are aware of their strengths and areas that need improvement relative to their performance.

### ***Faculty & Staff:***

The Human Resource Focus category was ranked fourth with its Average Category Score of 3.9. Two items within this category were ranked within the top 15 based on their Average Item Scores. 5a (I can make changes that will improve my work) received an average score of 4.2, while 5e (I have a safe workplace) received an overall average score of 4.1. These scores reflect the beliefs that 1) the employee has the opportunity to look introspectively and make the necessary changes to improve his/her work, and 2) that the employees can come to work without the fear of personal danger or harm. Both are essential in creating an educational climate that is conducive to increasing levels of student academic achievement. The weakest indicator in this category deals with employees being recognized for their work. Again, input regarding performance is essential. The leadership will make every effort to increase employee recognition by continuing to identify Teacher / Staff Member-of-the-Month recipients. In addition, the leadership will develop surveys and/or questionnaires that employees will distribute to their stakeholders in order to collect information about their performance. The employees will then use this information to identify strengths and weaknesses relative to their performance and make whatever adjustments are necessary.

### ***Data/Information/Knowledge Management:***

The Measurement, Analysis, and Knowledge Management category came in at the number 1 spot with an overall average score of 4.2. This category focuses on data analysis, which is used consistently at Parkway to drive instruction and make needed modifications to the Instructional Focus calendars. A majority of the items from this category were ranked in the top 10. The highest ones dealt with employees knowing how to measure the quality of his/her work and knowing how to analyze the quality of my work to see if changes are needed. Again, being a data driven school, the employees are constantly asked to analyze data and make the necessary modifications in order to meet the needs within his/her work. This is a necessity to raise student achievement. The weakest area in this category was identified as 4e - I get all of the important information I need to do my work. This implies that the employees feel as if they need to have additional information conveyed to them in order to improve their performance. People need to receive feedback regarding their performance in order to be able to identify areas of weakness. The same holds true for information. As was stated in an earlier category, surveys and questionnaires will be developed and distributed amongst staff members. The Information received will be used to make any adjustments that are necessary or appropriate. The sharing of information and feedback will be areas of focus.

### ***Education Design:***

The Process Management Category was ranked seventh out of 7 categories with its Average Category Score of 3.7. Yet, even though this category had the lowest ranking, its average score was still respectfully high and well above the middle value of 2.0. Moreover, responses indicate that employees, relative to this category, feel as if they are given input about the quality of their work, are effective in completing their work, and can control how their work is performed. So, again, even though its overall ranking was lower than the others, the employees responded favorably as to how processes are managed within the building. The indicator that received the lowest ranking in this category was 6a – I can get all of the resources I need to do my job. Again, this indicator deals with the lack of sharing information. In order to address this issue, the school's leadership will develop informal questionnaires dealing with the identification of resources/materials that are needed and distribute them to all employees. The leadership will then use the information provided from these instruments to ensure that all employees have everything that they need

in order to be effective in completing their jobs.

***Performance Results:***

Collectively, all seven categories of the Organizational Performance Improvement Snapshot survey were responded to in a very favorable manner. As was stated earlier, the highest-ranking category (Measurement, Analysis, and Knowledge Management) received an overall response rating of 4.2. Leadership and Customer and Market Focus were tied for second with overall average scores of 4.1. Human Resource Focus was ranked third scoring 3.9. Business Results was fourth with a score of 3.9. Strategic Planning and Process Management were ranked fifth with scores of 3.7 each. The overall strengths dealt with being able to identify the customers, knowing the mission and objectives of the school, and measuring the quality of performance. The weakest areas dealt with sharing of information and the giving and receiving of feedback. These areas of concern will be addressed through the development of informal surveys and questionnaires that will be used to collect pertinent information. The data collected will be shared with all stakeholders and used as a guide to making the adjustments necessary to improve the overall operation of the school.

# ***Additional Requirements***

Only for schools under state sanction

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## **• High Quality, Highly Qualified Teachers:**

The faculty at Parkway Middle Community School is comprised of highly qualified teachers. Specifics regarding this are highlighted below:

Of the 42 teachers currently employed at Parkway Middle Community School, four are certified in English or MG English (grades 6-12 or 5-9), one is certified in Reading, five are certified in MG Math (grades 5-9), three in MG Science (grades 5-9), two in Biology (grades 6-12), seven in MG Social Sciences (grades 5-9), one is Sociology (grades 6-12), one in Gifted, six in Exceptional Student Education (Elem/Sec), one in Emotional Handicaps, two in Mental Handicaps, five in Elementary Education, and four new teachers that have submitted applications and are waiting to receive certification from the Florida Department of Education in Tallahassee, Florida.

## **• Highly Qualified, Certified Administrators:**

The administrative team at Parkway Middle is highly qualified with over 33 years of combined classroom experience and 43 years of combined leadership/administrative experience. Specifics regarding each administrator are indicated below.

### **EUGENE BUTLER, JR., PRINCIPAL**

Throughout his 16 years as an educator, Mr. Butler has served in various capacities at the middle, senior high, and district levels. Most of these assignments have been at schools within economically disadvantaged areas with high minority populations. During this time, he has served as a Language Arts teacher, Journalism teacher, Newspaper sponsor, School Center for Special Instruction teacher, Youth Crime Watch advisor, Assistant Principal, Principal, and Executive Director. He was promoted from teacher to Assistant Principal in 1996 and served as an administrator at South Miami Senior High School for the next four years. During this period, he represented South Miami Senior as the Region V and Miami-Dade County Assistant Principal of the Year. In 2000, he was promoted to Principal of Charles R. Drew Middle School. Over the next two years at Drew Middle, he was able to improve the school's overall attendance, increase parental involvement, and the students and staff received numerous district-wide accolades. He was named Region III's Rookie Principal of the Year as a result. In 2002, he returned to South Miami Senior High School as Principal. He moved to the Office of Professional Standards as the Executive Director in 2004 and returned school-site with his appointment to Principal of Parkway Middle Community School in June, 2004. Mr. Butler is certified in Educational Leadership (All Levels), English (grades 5-9), and Journalism (grades 6-12). He holds a Bachelor of Arts degree in Journalism and a Master's degree in Educational Leadership.

### **ROY SCOTT, JR., ASSISTANT PRINCIPAL, ADMINISTRATION AND STUDENT SERVICES**

During his 42 years as a professional educator, Mr. Scott has served at schools in both the public and private sectors. He has 21 years of experience in the classroom after holding positions of Physical Education teacher, Athletic Coach, Department Chairperson, and the Director of Athletics and Student Activities. His 21 years in administration have been served as the Assistant Principal at Miami Military Academy (1972-1974), Principal at Miami Shores Preparatory School (1974-1975), and Assistant Principal at Parkway Middle School (1987-present). At Parkway Middle School, Mr. Scott has collaborated with faculty, staff, and the administrative team to provide a safe learning environment conducive to good behavior and learning, promoted effective student training and/or discipline based on fair and impartial treatment of all, and encouraged the faculty, staff, and community to maintain open and effective lines of communication. In addition, he has assisted with the implementation and monitoring of the After School and Saturday Academy tutorial programs. All of these contributions have positively impacted student achievement levels at Parkway. Mr. Scott is certified in Administration and Supervision, Physical Education (grades K-8, 6-12), Health

Education, Social Studies (grades 6-12), and Driver Education. He holds a Bachelor of Science degree in Health and Physical Education and a Master's degree in Administration and Supervision.

PAMELA CLAPPIER, ASSISTANT PRINCIPAL, CURRICULUM, EXCEPTIONAL STUDENT EDUCATION, AND ESOL

Throughout her 18 years in education, Ms. Clappier has served in both the middle and senior high school levels. During her 8 years in the classroom, she served in the capacity of Biology teacher, Earth/Space Science teacher, M/G Science teacher, Department Chairperson, Interdisciplinary Team Leader, Athletic Coach, Region II Grant Writing Team member, Curriculum Council member, School Based Management (SBM) Cadre member, Faculty Governing Council member, Chairperson of the SBM Budget Committee, and Technology Committee member. In 1993, she was selected to work on a team/committee comprised of educators and the Atlantic Olympics Organizing Committee to develop, organize, and implement, throughout the state of Florida, the curriculum-based Olympic day in the Schools program. She was also selected as one of five M-DCPS teachers in the district's Young Ambassadors/Olympic Companions program between the Miami-Dade County Public Schools and the London, Ontario, Canada School District. The 2005-2006 school year marks the beginning of her tenth year as Assistant Principal at Parkway Middle School. As the Assistant Principal for Curriculum, Ms. Clappier has developed, implemented, and monitored the New Teacher Orientation Program; monitored and organized the calendar for ongoing staff development; developed and monitored the School Improvement Plan (SIP); monitored the pull-out, After School, and Saturday Academy tutorials, and developed and maintained the Master Schedule. Ms. Clappier is certified in Educational Leadership (All Levels), Biology (grades 9-12), and M/G Science (grades 5-9). She has an Advanced Bachelor of Arts degree in Exercise Physiology and a Master of Science degree in Exercise Physiology.

### **• Teacher Mentoring:**

Parkway Middle School's mentoring program follows the policies and procedures set forth in the district's Professional Assessment and Comprehensive Evaluation System (PACES) manual. All new teachers are required to attend the District's Beginning Teacher Orientation program, as well as the school's New Teacher Orientation program. This series of on-site professional development sessions is meant to familiarize new teachers with the policies and procedures of both the school and the district, as well as foster the development of sound instructional practices and effective learning environments. In addition, Annual Contract teachers are assigned to Professional Growth Teams (PGTs) that assist the teachers through their first years of teaching. New teachers are asked to submit lesson plans to their PGTs once in the fall and again in the spring for review and discussion. In addition, they must maintain an activity log, also monitored by the Professional Growth Team, which documents that all teaching requirements are successfully completed. Assistance is also provided to new teachers through classroom visitations and in-class modeling/coaching provided by veteran teachers, mentors, and various District Curriculum Support Specialists.

### **• School Advisory Council:**

The Educational Excellence School Advisory Council (EESAC) at Parkway Middle School fosters an environment of professional collaboration among all stakeholders to help create a learning environment that supports the school's vision and mission. The EESAC accomplishes this by collaborating with site leadership and council members through the forum of monthly meetings. During these meetings, the progress of School Improvement goals are analyzed; available resources (both fiscal and human) are discussed and analyzed in order to facilitate the achievement of our goals; and recommendations are made in keeping with the Plan-Do-Study-Act cycle of the Continuous Improvement Model. The EESAC is instrumental in various aspects of the daily operation of the school and consistently supports the seven areas specified in legislation (i.e. budget, training, instructional materials and technology, staffing, student support services, school safety, and discipline). In dealing with budgetary matters, the EESAC members make recommendations as to how certain dollars should be spent in order to most benefit Parkway's student. In terms of Instructional materials and technology, EESAC has supported the school by allocating funds for the purchase of various

instructional materials (primarily focusing on reading, mathematics, and science) and software programs. Relative to Training, EESAC members, based on data analysis and need, make recommendations as to professional development / teacher training activities that would assist the teachers in presenting their lessons more effectively (i.e. instructional strategies, best practices, etc.). As in the past, EESAC will continue to be an integral part of our professional development program. EESAC has historically provided input and support to the operation of our TRUST program, Career Day, and After School and Saturday Academy tutorials. This will continue throughout this year, as well. School safety and discipline are integral to the effective operation of the school. As a result, EESAC has played an important role in assisting the school in these areas by making recommendations / participating in the development of the school's Mandatory Uniform policy, Saturday Beautification program, and the Tardy policy.

### **• Extended Learning Opportunities**

Parkway Middle School provides the following Extended Learning Opportunities:

- After school tutoring in reading, mathematics, science, and writing is provided Monday through Thursday from October to May. This tutoring is mandatory for all FCAT Level 1 and 2 students and strongly recommended for all FCAT Level 3 through 5 students. Incentives are provided to encourage attendance.
- Saturday Academy tutorials in reading, mathematics, science, and writing are provided for three hours every Saturday morning from October to May. Again, this tutoring is mandatory for all FCAT Level 1 and 2 students and strongly recommended for all FCAT Level 3 through 5 students. Incentives are provided to encourage attendance.
- Remedial / Intensive classes in reading and mathematics are provided to all level 1 and some level 2 students (6th – 8th grades in reading; 7th grade only in mathematics). These remedial classes take the place of elective classes and serve as double doses of reading and mathematics instruction.
- Remedial / Enrichment classes are provided as part of the Extended Day program (Academic Improvement Period). These classes provide further remediation opportunities for FCAT Level 1 and 2 students in reading, writing, and mathematics. In addition, enrichment classes are offered as additional elective learning opportunities for FCAT Level 3 through 5 students.
- Pull-out tutorial programs are provided to specific/identified students based on the ongoing results of our bi-monthly mini-assessments in reading and mathematics. Students are offered small-group settings focusing on differentiated instruction in areas of non-mastery in mathematics. Read 180, Reading Plus, and FCAT Explorer are utilized in conjunction with direct instruction to assist students in making the gains necessary to read on grade level.
- After School All Stars and the Concerned African Women Organization provide additional after school tutoring services, as well, to interested FCAT Level 3 through 5 students in reading, mathematics, science, and writing.

### **• School Wide Improvement Model**

The research-based school improvement model utilized by Parkway Middle School is the Continuous Improvement Model (CIM), a data-driven, results-oriented improvement. At Parkway, all students will be administered pre-, tri-monthly, interim, and post-tests in reading, mathematics, science, and writing. The data derived from these assessments will be disaggregated, trends regarding strengths and weaknesses will be determined, and skills needing improvement will be prioritized. Instruction will then be focused on addressing the prioritized needs. Data analysis will drive the instructional focus. Additionally, all non-mastery students will be referred for remediation and additional assistance via mandatory in-school pull-outs and after school / Saturday tutorials.

## GOAL 1: READING

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### ***GOAL 1 STATEMENT:***

Improve Reading Performance for all NCLB populations.

### ***Needs Assessment***

Results of the 2005 FCAT Reading Test indicate that some progress was made in the number of students meeting high standards in Reading. However, despite this improvement, the majority of students remain deficient in reading mastery. As per the No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) Report, 32 percent of the student population met high standards, which fell short of the desired 37 percent reading at or above level 3 on the 2005 FCAT Reading Test. Despite these figures, however, 74 percent of our lowest 25 percent demonstrated Adequate Progress by making Learning Gains in Reading, while 55 percent of all students made Learning Gains in Reading. After disaggregation of the 2005 FCAT data, the results indicate that sixth grade students scored a mean of 57 percent in Words/Phrases, 45 percent in Main Idea/Author's Purpose, 55 percent in Comparison/Contrast, and 43 percent in Reference/Research. Seventh grade students scored at 50 percent in Words/Phrases, 52 percent in Main Idea/Author's Purpose, 50 percent in Comparison/Contrast, and 50 percent in Reference/Research. Eighth graders proved to be the strongest overall readers by scoring at 57 percent in Words/Phrases, 50 percent in Main Idea/Author's Purpose, 54 percent in Comparison/Contrast, and 43 percent in Reference/Research. Further analysis indicated that the clusters in Words/Phrases proved to be the students' highest performing area, while Reference/Research proved to be their lowest. Therefore, the above data suggests that we focus on Main Idea/Author's Purpose and Reference/Research as they are, statistically, our areas of greatest need.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction using the Sunshine State Standards, the percentage of tested students scoring at FCAT Achievement level 3 or higher will increase to 44 percent on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Black students scoring at FCAT Achievement level 3 or higher will increase to 44 percent on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Free or Reduced Lunch students scoring at FCAT Achievement level 3 or higher will increase to 44 percent on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Students with Disabilities scoring at FCAT Achievement level 3 or higher will increase to 44 percent on the 2006 FCAT Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Monitor the school-wide Reading Instructional Focus Calendar centered around specific bi-monthly targeted reading skills.	Administrative Team, Title 1-funded Reading Coach, School Reform grant-funded Reading Coach, Language Arts Department Chairperson	8/1/2005	5/12/2006
Implement in all grade levels a consistent focus on the cluster of Main Idea/Author's Purpose and provide instruction on the remaining clusters of Comparisons, Words/Phrases, and Reference / Research according to the timelines identified in the Instructional Focus Calendar in reading, as well as in all content areas.	Administrative Team, Title 1-funded Reading Coach, School Reform grant-funded Reading Coach, Language Arts Department Chairperson, and all Language Arts teachers.	8/1/2005	5/12/2006
Administer bi-monthly and district Interim assessments aligned to the Sunshine State Standards' tested benchmarks.	Administrative Team, Title 1-funded Reading Coach, School Reform grant-funded Reading Coach, and the Language Arts Department Chairperson	8/18/2005	5/12/2006
Utilize a data management system (Edusoft) to score assessments, generate disaggregated data reports to redirect classroom instruction, and to place students into flexible tutorial groups.	Administrative Team, Title 1-funded Reading Coach, School Reform grant-funded Reading Coach, and the Language Arts Department Chairperson	8/18/2005	5/12/2006
Utilize CRISS strategies in instruction across the curriculum in order to provide effective, research-based instructional strategies.	Administrative Team, Title 1-funded Reading Coach, School Reform grant-funded Reading Coach, Language	8/1/2005	5/12/2006



	Arts Department Chairperson, all teachers		
Conduct ongoing Curriculum Council meetings to analyze data, assess and evaluate students' progress, adjust instructional focus calendars, and share best practices as reflected in the Continuous Improvement Model.	Administrative Team, Title 1-funded Reading Coach, School Reform grant-funded Reading Coach, Language Arts Department Chairperson	8/1/2005	5/12/2006
Provide differentiated instruction within reading and language arts classes, as well as in after school and Saturday tutorials, using centers and pull-outs focusing on specific students' needs while utilizing READ 180, READ XL, and Reading Plus.	Administrative Team, Title 1-funded Reading Coach, School Reform grant-funded Reading Coach, Language Arts Department Chairperson and Language Arts teachers	8/1/2005	5/26/2006
Provide students with additional instruction and time on task through the implementation of the School Improvement Zone's extended school day and extended school year calendar.	Administrative Team, Reading Coaches, Language Arts Department Chairperson, all Language Arts and Reading teachers	8/1/2005	5/26/2006

## Research-Based Programs

Programs: Scholastic READ 180 (textbooks and software), Scholastic READ XL, and other materials such as Reading Plus and the McDougal-Litell Language of Literature textbook series. Assessments: Oral Reading Fluency Measure, and the Gates McGinnitie. ESOL: Visions – Thompson/Heinle, READ XL.

## Professional Development

Professional development will be provided on an ongoing basis through departments and team collaboration. Teachers will be able to enhance their methodology and pedagogy through ongoing CRISS Training, Best Practices, Reciprocal Teaching, and various other workshops to be conducted by the Reading Coach and the Curriculum Support Specialist assigned by the District. Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core reading program, intervention programs, and assessments used at the middle school level as follows: McDougall-Litell Language of Literature, READ 180, READ XL, Reading Plus, and the Oral Reading Fluency Measure. Professional Development will be provided (relative) to :

- Enable school-site administrators to support the school wide literacy plan.
- The Continuous Improvement Model.
- The implementation of best practices in differentiated instruction.
- Reading's Big Five.

## **Evaluation**

This objective will be evaluated with the scores of the Oral Reading Fluency Measure, the District Interim Assessments, and the 2006 FCAT Reading Test. Bi-monthly benchmark tests, READ 180 assessments, and writing assessments will provide formative assessments to monitor student progress toward the objective. In addition, the Student Reading Inventory (SRI) will be utilized to assess progress, as well. Generated data will be used to drive instruction and create flexible tutorials.

## GOAL 2: MATHEMATICS

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### ***GOAL 2 STATEMENT:***

Improve Mathematics performance of all NCLB populations.

### ***Needs Assessment***

Results of the 2005 FCAT Mathematics Test indicate that major progress was made in the number of students meeting standards in Mathematics (35 percent school-wide). However, despite this improvement, a majority of Parkway Middle School's students are deficient in Mathematics skills. This is reflected by the high percentage of students that are performing below grade level. Sixth grade Mathematics data revealed that 55 percent scored at Level 1, 25 percent scored at Level 2, 17 percent scored at Level 3, three percent scored at Level 4, and zero percent scored at Level 5. Similar results were revealed in seventh grade where 46 percent scored at Level 1, 26 percent scored at Level 2, 20 percent scored at Level 3, seven percent scored at Level 4, and zero percent scored at Level 5. Eighth grade scores demonstrated the same "low end" trend with 42 percent scoring at Level 1, 22 percent scoring at Level 2, 29 percent scoring at Level 3, six percent scoring at Level 4, two percent scoring at Level 5. As per the No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) Report, students in all of the subgroups failed to attain the desired 44 percent (31 percent attained) scoring at or above Level 3 on the 2005 FCAT Mathematics Test. After disaggregation of the 2005 FCAT data, the results indicate that 6th grade students scored a mean of 44 percent in Number Sense, 22 percent in Measurement, 56 percent in Geometry, 25 percent in Algebraic Thinking, and 44 percent in Data Analysis. Seventh grade students scored at 33 percent in Number Sense, 22 percent in Measurement, 50 percent in Geometry, and 44 percent in both Algebraic Thinking and Data Analysis. Eighth grade students scored at 42 percent in both Number Sense and Data Analysis, 25 percent in both Measurement and Geometry, and 33 percent in Algebraic Thinking. Further analysis indicates that Geometry and Data Analysis are, overall, the students' strongest areas, while Measurement proves to be the weakest. Furthermore, all scores school-wide indicate a need for

intervention in all areas at each grade level.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Black students will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Free or Reduced Lunch students will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer and analyze results of all bi-monthly, interim, and quarterly progress tests and adjust instruction accordingly, as reflected in the Continuous Improvement Model.	Administrative Team, Mathematics Department Chairperson, all Mathematics teachers	8/25/2005	5/5/2006
Utilize District-developed Scope and Sequences for grades 6-8 (M/J Mathematics 1-3), Algebra 1, Geometry, and Intensive Math as reflected in the Instructional Focus Calendar.	Administrative Team, Mathematics Department Chairperson, all Mathematics teachers	8/1/2005	5/12/2006
Implement in all grades levels a consistent focus on the cluster of Measurement and instruct the remaining content strands of Number Sense, Geometry, Algebraic Thinking, and Data Analysis according to the timeline identified in the Mathematics Instructional Focus Calendar and the District Scope and Sequence.	Administrative Team, Mathematics Department Chairperson, Mathematics teachers	8/1/2005	5/12/2006
Sponsor a Mathematics Project Fair in order to motivate students to utilize their inquiry and/or problem solving skills by developing projects and games that involve the use of manipulatives, as well as the application of mathematical concepts.	Administrative Team, Mathematics Department Chairperson, Mathematics teachers	12/1/2005	4/3/2006
Utilize CRISS strategies in mathematics instruction in order to provide effective, research-based instructional strategies.	Administrative Team, Mathematics Department Chairperson, all Mathematics teachers	8/1/2005	5/12/2006

Provide students with additional mathematics instruction and time on task through the implementation of the School Improvement Zone's extended school day and extended school year.	Administrative Team, Mathematics Department Chairperson, all Mathematics teachers	8/1/2005	5/26/2006
Identify the students in all NCLB subgroups scoring at Levels 1 and 2 on the FCAT Mathematics Test, as delineated in AYP disaggregated data, and implement after school and Saturday Academy tutorial programs to address the mathematics deficiencies of these students, using a diagnostic/prescriptive approach.	Administrative Team, Mathematics Department Chairperson	10/17/2005	5/13/2006

### **Research-Based Programs**

Mathematics teachers will assess and remediate Level 1 students using CRISS strategies that will be infused throughout their instruction. Teachers will also provide guided instruction using the state adopted Glencoe Mathematics: Application and Concept textbook series.

### **Professional Development**

Professional development for teachers will be provided to enhance instructional methodology and pedagogy. Teachers will be involved in ongoing CRISS training, Reciprocal Teaching, along with any district trainings as they become available. Administrative Team and teachers will participate in professional development activities in data analysis and data-driven decision-making as reflected in the Continuous Improvement Model. Professional development activities, facilitated by in-house, Regional Center, and District personnel, will be provided utilizing resources for faculty and staff through mentoring/coaching, modeling of lessons, and training on a variety of instructional strategies (i.e. CRISS, use of manipulatives, etc.) in mathematics, assessment and data analysis, and differentiated instruction for all students.

### **Evaluation**

This objective will be evaluated by scores on the 2006 FCAT Mathematics Test. Bi-monthly benchmark tests, as well as the District Interim assessments will provide formative data, which will be used to monitor progress toward the objective.

## GOAL 3: WRITING

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**GOAL 3 STATEMENT:**

Improve the eighth grade Writing Performance for all NCLB populations.

**Needs Assessment**

Results of the 2005 FCAT Writing test indicates that 76 percent of the eighth grade students tested scored a 3.5 or higher, while 60 percent scored a 4.0 or higher. In addition, 83 percent of the students achieved proficiency by improving their performance in Writing by at least one percent as per the No Child Left Behind (NCLB) Annual Yearly Progress (AYP) Report. Instruction must focus on the need to increase the proficiency levels of the remaining 24 percent of students in order for them to meet high standards, as well.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by 84 percent of the students reaching the state required mastery level as documented by scores of 4.0 on the 2006 FCAT Writing Plus Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize a state scorer to provide both large and small group instruction to all 8th grade students relative to the criteria needed to achieve writing scores of 4.0 or above.	Administrative Team, Magnet Lead Teacher, Language Arts Department Chairperson, all Language Arts teachers	11/7/2005	2/4/2006
Increase student participation in various writing contests at the school, district, and state levels.	Administrative Team, Magnet Lead Teacher, Language Arts Department Chairperson, and all Language Arts teachers	8/1/2005	5/5/2006
Provide remediation and intervention in writing during the After School and Saturday Academy tutorial programs.	Administrative Team, Magnet Lead Teacher, Language Arts Department Chairperson, all Language Arts teachers	10/17/2005	5/20/2006
Provide students with additional writing instruction and time on task through the implementation of the School Improvement Zone's extended school day and extended school year.	Administrative Team, Magnet Lead Teacher, Language Arts Department Chairperson, all Language Arts teachers	8/1/2005	5/26/2006
Provide timed writing scenarios that will simulate the FCAT Writing Test environment allowing students to gain experience and familiarity of the testing procedure.	Administrative Team, Magnet Lead Teacher, Language Arts Department Chairperson, all Language Arts teachers	8/23/2005	4/28/2006
Utilize Learning Express to assist with the scoring and disaggregation of the progress tests data.	Administrative Team, Magnet Lead Teacher, Language Arts Department Chairperson, all Language Arts teachers	10/12/2005	4/14/2006
Utilize CRISS strategies in writing instruction in order to provide effective, research-based instructional strategies.	Administrative Team, Magnet Lead Teacher, Language Arts Department Chairperson, all Language Arts teachers	8/1/2005	5/26/2006
Administer school-wide monthly assessments and District Writing Tests (as outlined in the Instructional Focus and District Testing Calendars) and assess / monitor the results for use as diagnostic and remediation tools as delineated in the Continuous Improvement Model.	Administrative Team, Magnet Lead Teacher, Language Arts Department Chairperson	8/23/2005	5/5/2006



## **Research-Based Programs**

Language Arts teachers, both ESE and Regular Education, will provide instruction using the state adopted McDougall-Litell Language of Literature textbook series.

## **Professional Development**

Professional development will be provided on an on-going basis through department and team collaboration. Teachers will be able to enhance their methodology and pedagogy through on-going CRISS Training, Best Practices, Reciprocal Teaching, and various other workshops conducted by in-school, and Regional Center personnel, and the Curriculum Support Specialist assigned by the District.

## **Evaluation**

This objective will be evaluated with scores on the 2006 FCAT Writing Plus Test. Monthly and District assessments will be used to monitor progress towards meeting the objective.

## GOAL 4: SCIENCE

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### ***GOAL 4 STATEMENT:***

Increase Science performance of all NCLB populations.

### ***Needs Assessment***

Results of the 2005 FCAT Science Test indicate that the eighth grade students are performing below both the District and state averages. The mean scale score for the eight graders was 250, while those of the District and state were 272 and 291, respectively. Upon closer analysis of the data, it was determined that Life and Environmental Science was the strongest area with six Mean points earned (matched the district average). Physical and Chemical Science and Scientific Thinking were the two next strongest areas with five Mean points earned. Earth and Space Science was our students' weakest area with four Mean points earned.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by an increase in the mean scale score to meet or exceed the District mean scale score as documented by scores of the 2006 FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer pre-/posttests, monthly, and progress assessments and analyze data to target all subgroups that are in need of remediation as delineated in the Continuous Improvement Model.	Administrative Team, Science Department Chairperson, all Science teachers	9/12/2005	5/19/2006
Utilize the SciTEC software in order to reinforce content standards in Earth, Life, and Physical Science, as well as integrate / reinforce applicable math skills.	Administrative Team, Science Department Chairperson, all Science teachers	9/12/2005	5/19/2006
Increase the number of labs and /or hands-on activities that students are engaged in.	Administrative Team, Science Department Chairperson, all Science teachers	9/12/2005	5/19/2006
Provide students with additional Science instruction and time on task through the implementation of the School Improvement Zone's extended school day and extended school year.	Administrative Team, Science Department Chairperson, all Science teachers	8/1/2005	5/26/2006
Utilize CRISS strategies in Science instruction in order to provide effective, research-based instructional strategies.	Administrative Team, Science Department Chairperson, all Science teachers	8/1/2005	5/12/2006
Identify all eighth grade students scoring below the District mean scale score and provide them with mandatory After School and Saturday Academy tutorials in order to enhance and remediate science skills.	Administrative Team, Science Department Chairperson, all Science teachers	10/17/2005	5/20/06
Utilize the District recommended Scope and Sequences (as outlined on the Instructional Focus Calendar) in order to concentrate on the appropriate strands at uniform times, as well as ensure that all of the School Improvement Plan Objectives / strategies, Sunshine State Standards, and Grade Level Expectations are met prior to February, 2006.	Administrative Team, Science Department Chairperson, all Science teachers	8/1/2005	5/12/2006

## **Research-Based Programs**

Students will be given instruction, remediation and intervention using technology and direct instruction through the Glencoe Science textbook series and the SciTEC Science software program.

## **Professional Development**

Professional development will be provided on an on-going basis through departments and team collaboration. Teachers will be able to enhance their methodology and pedagogy through on-going data analysis training, CRISS Training, Best Practices, Reciprocal Teaching, SciTEC implementation and other workshops to be conducted by various school-site and Regional Center II personnel, as well as the Curriculum Support Specialist assigned by the District.

## **Evaluation**

Scores on the 2006 FCAT Science Test will be used to evaluate this objective. Pre-/posttests, monthly, and interim assessments will provide formative data, which will be used to monitor the progress toward the objective.

## GOAL 5: PARENTAL INVOLVEMENT

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**GOAL 5 STATEMENT:**

The school will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

**Needs Assessment**

In order to raise student achievement, the current level of parental involvement needs to increase. During the 2004-2005 school year, 38 percent of our students' parents, as per official Signature Logs, were in attendance at Open House. This percentage was dramatically reduced at other activities involving our parents as the year progressed. In order to increase parental involvement, specific strategies need to be implemented school-wide. These strategies, which have not been implemented consistently in the past, need to be highly focused, well planned and organized in order to increase parental participation and support, as well as foster academic excellence.

## Measurable Objective

Given the need to strengthen the link between school, home, and community in our efforts of raising student achievement, parental involvement will increase by five percent as documented by the Signature Logs of 2005-2006 as compared to the Signature Logs of 2004-2005.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide a Parent Resource Center with instructional and supplemental reading materials available for check-out and at-home use to support student learning.	Administrative Team, Community Involvement Specialist	8/15/2005	5/26/2006
Plan and implement special parent programs such as Open House, monthly Magnet program activities, Curriculum Fairs, Math and Literary Fairs, and parent orientations to increase parent participation.	Administrative Team, Magnet Lead Teacher, Department Chairpersons, teachers	9/19/2005	5/15/2006
Maintain an active PTSA and encourage parental participation in other decision-making activities.	Administrative Team, Community Involvement Specialist, and the PTSA Executive Board	9/6/2005	5/26/2006
Utilize the Community Involvement Specialist to communicate with parents through home visits, workshops, and other related activities.	Administrative Team, Community Involvement Specialist	8/1/2005	5/26/2006
Plan and implement workshops to empower parents with the skills needed to assist students with home-learning activities, vocabulary development, reading, and test-taking skills.	Administrative Team, Community Involvement Specialist, Media Specialist, and the appropriate Department Chairpersons, Reading Coaches, and teachers	9/13/2005	2/25/2006
Maintain consistent communication between the home and school through student report cards, interim progress reports, letters, flyers, school newsletters, web pages, conferences, and home visits.	Administrative Team, Community Involvement Specialist, Social Worker, and all teachers	8/1/2005	5/26/2006
Provide information and encourage participation relative to the District Parent Academy and other literacy initiatives that promote personal growth for parents.	Administrative Team, and Community Involvement Specialist	8/1/2005	5/26/2006
Encourage and promote increased community involvement through collaboration with Dade Partners and the School Volunteer Program and other local family-oriented initiatives.	Administrative Team, Community Involvement Specialist, and Occupational Specialist	8/1/2005	5/26/2006
Develop Academic Improvement Plans (AIP) for	Administrative Team, Reading	9/15/2005	5/26/2006

those students who are not meeting grade level standards and schedule conferences collaboratively with parents to support improved student performance.	Coaches, and appropriate Department Chairpersons and teachers	
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### **Research-Based Programs**

The National Standards for Parent and Family Involvement program will be implemented to guide the parental involvement process.

### **Professional Development**

Professional development will be provided by the Community Involvement Specialist, Reading Coaches, school-site personnel, school/parent liaison, and Regional Center II personnel, when appropriate, for parents and staff in an effort to support student achievement.

### **Evaluation**

This objective will be evaluated by monitoring the participation of parents through the use of Sign-in sheets, Attendance rosters, and Signature logs.

## GOAL 6: DISCIPLINE & SAFETY

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### **GOAL 6 STATEMENT:**

The school will promote programs and practices that facilitate a safe and disciplined environment for students.

### **Needs Assessment**

Based on a review of the 2004-2005 SCMS Referral Action / Suspension report, it was apparent that the greatest incidences of inappropriate behaviors were in the following areas: General Disruptive Conduct (678), Defiance (585), Fighting (226), Rude and Discourteous Behavior (263), and Use of Provocative Language (271). The occurrence of these behaviors resulted in the following actions: Outdoor Suspension (513), SCSI (324), Refer to Student Services (1,336), Saturday School Beautification Program (208), and Work Assignment (77). In addition, it was noted that the numbers of recorded conferences (C9, C7, C6, CA, CB, and CT) were significantly underrepresented and not indicative of the true number of conferences that are held annually.



## Measurable Objective

Given the implementation of the Positive Behavioral Support program, the number of incidences of Outdoor Suspension will be decreased by 15 percent, from 513 incidents in 2004-2005 to 436 in 2005-2006.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Positive Behavior Support (PBS) program in order to develop and implement school-wide behavioral expectations and consequences.	Administrative Team, PBS Team Leader, PBS Team members, all faculty and staff members	10/17/2005	5/26/2006
Revise the in-house Data Input form to include ISIS Conference Codes (CB, CT, CA) in order to more accurately reflect the numbers and types of conferences that are held each year.	Administrative Team, PBS Team Leader, PBS Team members	10/11/2005	10/17/2005
Develop and implement a Youth Crime Watch Club in order to decrease the number of incidences of physical aggression.	Administrative Team, Youth Crime Watch advisor	10/17/2005	5/26/2006
Increase the amount of supervision before, during, and after school in areas where, historically, problems occur.	Administrative Team, designated Security Monitors and teachers	8/1/2005	5/26/2006
Devote some class time to the modeling and/or teaching of appropriate social interaction skills.	Administrative Team, Guidance Counselors, BMT, SED Clinician	10/24/2005	5/5/2006
Implement and monitor a transition program for sixth graders utilizing Classrooms, Inc. software and materials.	Administrative Team, Sixth grade Team Leaders, all sixth grade teachers	9/12/2005	5/5/2006
Increase the number of trained Peer Mediators that will be utilized in assisting with conflict resolution.	Administrative Team, TRUST Counselor	10/24/2005	5/26/2006

### Research-Based Programs

Parkway Middle Community School is in its initial year of implementing the Positive Behavior Support (PBS) program. The expected outcome is to increase student display of appropriate behaviors while decreasing the number of referrals requiring negative consequences. In addition, Character Education, Anti-Bullying, and Safe Drug-Free School programs will be utilized on an as needed basis, as well.

## **Professional Development**

Professional Development will be provided on an on-going basis relative to the needs of specific teachers. Training will include, but not be limited to PBS, effective classroom management, Youth Crime Watch, “It Didn’t Have to Happen” training, data driven instruction, the Continuous Improvement Model, and effective instructional strategies.

## **Evaluation**

This objective will be monitored quarterly and evaluated annually by reviewing the SCMS Referral Action Report. Additional sources of monitoring will include the Student Assistance Profile, ESE Suspension Report, and PBS generated reports (SWIS) in order to reach the objective of decreasing Outdoor Suspensions by 15 percent.

## GOAL 7: TECHNOLOGY

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### **GOAL 7 STATEMENT:**

The school will integrate technology in all curricular areas.

### **Needs Assessment**

Based on the analysis of Parkway Middle's 2004 System for Technology Accountability Report (STAR) School Profile, a number of strengths and weaknesses were noted in the area of Technology Implementation when comparing our figures to that of both the District and State middle/junior high averages. Strengths were noted in areas where Parkway surpassed both the District and State averages. These areas include School Administrators (Stage 3 – Advanced Level of Implementation), Student Technology Standards (Stage 3 – Advanced Level of Implementation), and Teacher Access to Technology (Stage 2 – Intermediate Level of Implementation). Areas of implementation that need further improvement are Technology Planning (Stage 1 – Entry Level of Implementation), Instructional Technology Support (Stage 1 – Entry Level of Implementation), and Funding (Stage 1 – Entry Level of Implementation). Each of these areas was indicated as being below the District/State averages. Significant discrepancies exist when comparing the levels of implementation of Teacher Access to Technology and Teacher Use of Technology. The report indicates that while teachers have access to technology at a level that exceeds that of other teachers in the district and state, many fail to utilize the technology that is available. As a result, opportunities are being lost relative to teacher usage, classroom resources/supplements, and instructional support. The same holds true when comparing Student Access and Student Usage. Again, student learning opportunities and support are not being utilized to the extent that they should.

## Measurable Objective

The level of teacher's use of technology will increase from 1.7 to 2.0 when comparing the results of the 2004 System for Technology Accountability Report (STAR) School Profile to that of the 2005 STAR School Profile.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide teachers with appropriate software and/or internet links in order to supplement and/or reinforce their instruction (i.e. Read 180, SciTEC, FCAT Explorer, Riverdeep, etc.).	Administrative Team, Reading Coaches, Microtechnicians, and Department Chairpersons	8/1/2005	5/26/2006
Provide professional development activities that will address teachers' individual needs relative to computer and/or software usage and implementation.	Administrative Team, Microtechnicians, and Department Chairpersons	8/01/05	5/5/2006
Develop, implement, and monitor a rotating schedule for classes to work in the computer lab.	Administrative Team, Department Chairpersons, and teachers	9/12/2005	5/5/2006
Train teachers how to utilize a data management system (Edusoft) to score their assessments and generate disaggregated data reports in order to assist them with modifying classroom instruction based on student needs.	Administrative Team, Reading Coaches, Magnet Lead Teacher, and Department Chairpersons	10/17/2005	1/27/2006
Support and facilitate the usage of the existing computers and other forms of technology in all classrooms and augment with additional ones, if necessary.	Administrative Team, Microtechnicians, Department Chairpersons, and teachers	8/01/05	5/26/2006

### Research-Based Programs

The National Education Technology Standards (NETS) and the System for Technology Accountability Report (STAR) will be utilized.

## **Professional Development**

Professional development will be provided on an ongoing basis through department and team collaboration. The focus of this aspect of professional development will deal with increasing teachers' knowledge regarding the use computers and other forms of technology relative to classroom instruction. Activities will include, but not be limited to the use of computer hardware, software applications, district / school email, generating SPI data reports, and Edusoft.

## **Evaluation**

This objective will be evaluated upon review of the Teacher Use of Technology score on the 2005 STAR School Profile Report. Informal assessments will also be monitored on an ongoing basis throughout the 2005-2006 school year.

## GOAL 8: HEALTH & PHYSICAL FITNESS

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### ***GOAL 8 STATEMENT:***

The school will promote the overall health and fitness of students.

### ***Needs Assessment***

Based on the school's 2004-2005 FITNESSGRAM data, only a 32 percent of the 222 students tested met the minimum health-related standards and qualified as either Gold or Silver award winners. Upon further disaggregation of the data, 28 students (13 percent) received the Gold Fitness Award, while 43 students (19 percent) received the Silver Fitness Award.

## Measurable Objective

Parkway Middle Community School will demonstrate an increase of three percent in the number of fitness award recipients, from 32 percent in 2004-2005 to 35 percent in 2005-2006, as measured by the FITNESSGRAM.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer a pre- and posttest that will provide valid measures of student/school improvement. Analysis of this data will be utilized to drive instruction relative to the fitness level of the students.	Administrative Team, and Physical Education teacher	8/15/2005	4/28/2006
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities (i.e. cardiovascular, flexibility, and muscular strength and endurance) on a daily basis.	Administrative Team, and Physical Education teacher	8/1/2005	5/26/2006
Monitor the physical education program to ensure that activities are selected that are specifically related to assessment component items which would enhance specificity of training.	Administrative Team, and Physical Education teacher	8/1/2005	5/26/2006
Develop an action plan to ensure input from the school's Curriculum Council in order to meet the stated goal as written.	Administrative Team, Physical Education teacher, and Curriculum Council members (Department Chairpersons)	10/26/2005	11/16/2005

### Research-Based Programs

The FITNESSGRAM will be utilized to determine the fitness level of all students participating in physical education.

### Professional Development

The physical education teacher will be provided training as to the proper usage and implementation of the FITNESSGRAM program. Training will be provided by District personnel.

### Evaluation

Scores on the 2005-2006 FITNESSGRAM will be used to evaluate this objective. Pre- and progress tests will be administered to monitor the progress towards meeting this objective.

## GOAL 9: ELECTIVES & SPECIAL AREAS

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### ***GOAL 9 STATEMENT:***

All students will be given the opportunity to pursue areas of interest and special talents.

### ***Needs Assessment***

To enhance students' interests and special talents, Parkway Middle offers Physical Education, Health Occupations, and Business Computers as elective courses for the 2005-2006 school year. Due to a decrease in enrollment, the number of elective courses offered during the regular school day have been decreased. However, as a part of the After School All Stars program, additional opportunities for student participation in special interest classes are needed.



## Measurable Objective

With the implementation of the School Improvement Zone's Extended Day schedule (and the Academic Improvement Period), the number of electives/special interest opportunities available for students to pursue areas of interest and special talents will increase when comparing the number of electives offered in a standard six period day versus the number offered in our eight period day.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide professional development to teachers in order to increase their overall ability to teach the new special interest classes.	Administrative Team	10/24/2005	11/30/2005
Poll all teachers in order to determine additional special interest classes that they would be willing to teach.	Administrative Team	9/14/2005	10/28/2005
Provide Academic Improvement Period teachers with the resources and materials needed to effectively implement their curriculum.	Administrative Team, Department Chairpersons,	8/1/2005	5/26/2006

### Research-Based Programs

The Miami-Dade County School Improvement Zone Extended Day schedule will be implemented and monitored throughout the 2005-2006 school year.

### Professional Development

Professional development activities will be provided on an ongoing basis in order to address any deficiencies that may exist relative to teachers' ability to teach the new special interest courses in an engaging and effective manner. Professional development activities will be provided by school-site, Regional Center II, and District personnel on an as needed basis.

### Evaluation

This objective will be evaluated through a comparison of the number of electives/special interest classes offered pre-Zone schedule implementation in 2004-2005 versus the number offered in 2005-2006 post-Zone schedule implementation.

## GOAL 10: RETURN ON INVESTMENT

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***GOAL 10 STATEMENT:***

Parkway Middle Community School will rank at or above the 90th percentile statewide in the Return On Investment (ROI) index of value and cost effectiveness of its programs.

***Needs Assessment***

The most recent data supplied from the FLDOE indicate that in 2003, Parkway Middle Community School ranked at the 15th percentile on the State of Florida ROI index.

## Measurable Objective

Parkway Middle Community School will improve its ranking on the State of Florida ROI index publication from the 15th percentile in 2003 to the 18th percentile on the next publication of the index.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Consider shared use of facilities, partnering with community agencies.	Administrative Team	8/1/2005	5/26/2006
Become more informed about the use of financial resources in relation to school programs.	Administrative Team, School Leadership Team	10/17/2005	5/26/2006
Collaborate with the district on resource allocation.	Administrative Team, School Leadership Team	10/31/2005	5/26/2006
Consider a reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks, etc.	Administrative Team, School Leadership Team, interested grant writing teachers	10/31/2005	5/26/2006

### Research-Based Programs

Not Applicable

### Professional Development

Professional development will be offered on an as needed basis to all interested personnel relative to grant writing. The training will be provided by school site, Regional Center II, and District personnel.

### Evaluation

This objective will be evaluated with a review of the next State of Florida ROI index publication.

## *EESAC Compliance*

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i>

### ***Budget:***

All members of the EESAC will receive training regarding the policies and procedures of the School Based Budget System (SBBS).

### ***Training:***

All members of the EESAC will receive training in the areas of budget, reading, mathematics, writing, science, technology, inclusion, data analysis, and report interpretation.

### ***Instructional Materials:***

EESAC will continue to allocate EESAC funds for the purchase of supplemental resources and instructional materials on an as needed basis.

### ***Technology:***

EESAC will allocate funds, on an as needed basis, for the purchase of additional software licenses and/or computer hardware in order to supplement the school's instructional programs.

### ***Staffing:***

EESAC will continue to support school personnel in providing reading, writing, mathematics, and science programs that are beneficial to all students.

### ***Student Support Services:***

The Student Service Team, with the support and encouragement of the EESAC, will implement grade level student orientations that will focus on pertinent issues such as self-esteem, academic motivation, graduation requirements, etc. In addition, the Student Services Team, in conjunction with teacher input, will identify those students that are not meeting academic standards and provide them with additional assistance.

### ***Other Matters of Resource Allocation:***

EESAC members will assist in the monitoring of the School Improvement Plan through collecting and analyzing data.

***Benchmarking:***

On a consistent basis throughout the year, data will be collected from various assessment instruments. This data will be analyzed and discussed during the regularly scheduled EESAC meetings in an effort to monitor student progress towards meeting each of the SIP objectives.

***School Safety & Discipline:***

The safety of the Parkway family and campus is a top priority. EESAC encourages the utilization of student service personnel in training individuals that will be used in the Conflict Management and Peer Mediation programs. In addition, EESAC will consider the allocation of funds to assist with the implementation of the school's Saturday Beautification program.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*EESAC Student Representative, as applicable*

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

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*Region Superintendent*