
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 6721 - Parkway Middle School

FeederPattern: Miami Norland Senior

Region: Regional Center II

District: 13 - Miami-Dade

Principal: Paulette Fredrik

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Parkway Middle School

PARKWAY MIDDLE COMMUNITY SCHOOL is a student centered, academically focused and data driven learning center. This Title 1 school consists of approximately 534 students that are enrolled in 6th, 7th, and 8th grades. Of the student population, 93 percent are Black, five percent Hispanic, and two 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 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, students in grades 6 through 8 will improve their reading skills as evidenced by 51 percent of the students scoring on or above FCAT Achievement Level 3 on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, black students in grades 6 through 8 will improve their reading skills as evidenced by 51 percent of the students scoring on or above FCAT Achievement Level 3 on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades 6 through 8 will improve their reading skills as evidenced by 51 percent of the students scoring on or above FCAT Achievement Level 3 on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by 56 percent of the students scoring at or above FCAT Achievement Level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Black students in grades six through eight will improve their mathematics skills as evidenced by 56 percent of the students scoring at or above FCAT Achievement Level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students on Free or Reduced Lunch in grades six through eight will improve their mathematics skills as evidenced by 56 percent of the students scoring at or above FCAT Achievement Level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades six through eight will improve their mathematics skills as evidenced by 56 percent of the students scoring at or above FCAT Achievement Level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by 85 percent of the students scoring at or above Achievement Level 3 as evidenced by scores on the 2007 administration of the FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by 32 percent reaching the state required mastery level as documented by scores of the 2007 administration of the FCAT Science Test.

Given the need to strengthen the link between school, home, and community in our efforts of raising student achievement, parental involvement in school-sponsored events will increase by five percent as documented by the Signature Logs of 2006-2007 as compared to the Signature Logs of 2005-2006.

Given the implementation of the Positive Behavioral Support program, the number of incidences of Outdoor Suspension will be decreased by 15 percent, from 593 incidents in 2005-2006 to 505 in 2006-2007.

Given the emphasis on the use of Technology in education, Teacher use of technology will increase during the Academic Improvement Period when comparing the usage in 2005-2006 to that in 2006-2007.

Parkway Middle Community School will demonstrate an increase of twenty percent in the number of fitness award recipients, from 20 percent in 2005-2006 to 24 percent in 2006-2007, as measured by the FITNESSGRAM.

Given the emphasis on providing students with an increased amount of enrichment opportunities, Parkway will offer two more enrichment opportunities during the 2006-2007 school year as a result of student participation in the After School All-Stars program.

Parkway Middle Community School will improve its ranking on the State of Florida ROI index publication from the 7th percentile in 2004 to the 8th 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 Business Results (7c– I know how well my work location is doing financially, and 7e – My work location removes things that get in the way of progress). These concerns will be addressed this year by increasing the level and importance of gathering employee input and the sharing of information. 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

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 SCSJ 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 Cognos data from 2005-2006, there were 593 incidences of students being placed on outdoor suspension and 478 incidences of students being referred to Indoor suspension. Moreover, data collected from the 2005-2006 Fitnessgram indicates that ten (10) percent of the 205 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

Leadership:

According to the Organizational Performance Improvement Snapshot (OPIS) survey, the Leadership of the school was the third highest category relative to its overall ranking by the Category Average Score (3.8 out of 5). In addition, an item from Leadership (1a. I know my organization's mission) was ranked third in the Item Average Score (4.3). 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: 1f. My work location lets me know what it thinks is most important; 1b. My supervisor uses our organization's values to guide us; 1d. My organization lets me know what it thinks is important; and 1e. My supervisor encourages learning that will help me advance in my career. 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 ranked in last place in the OPIS with an overall score of 3.5. Of the three items in this category, two were ranked towards the middle with scores of 3.6 and 3.8, respectively. 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 fourth the end with an item average score of 3.2. 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 one 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 4 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 25 percent, at number 9. 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 am allowed to make decisions to solve problems for my customer,) landed in the 24th spot from the top. All employees need to be able to feel as if they are able to assist others and have some role in a decision making process. 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 sixth with its Average Category Score of 3.6. Two items within this category were ranked within the top 16 based on their Average Item Scores. 5a (I can make changes that will improve my work) and, 5e (I have a safe workplace) both of which received an overall average score of 3.9 ~ demonstrating a decrease from last year's scores. 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 2 spot with an overall average score of 4.0. 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 sixth out of 7 categories with its Average Category Score of 3.6. 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 (Customer and Market Focus) received an overall response rating of 4.1. Measurement, Analysis, and Knowledge Management came in a close second with a score of 4.0. Leadership was third with overall average score of 3.8. Business Results was fourth with a score of 3.6. Process Management and human Resources Focus were tied for fifth with category scores of 3.6 each. Strategic Planning was ranked the lowest with a category score of 3.5. The overall strengths dealt with employees 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 the 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. This 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

• 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 39 teachers currently employed at Parkway Middle Community School, five 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), five in MG Science (grades 5-9), two in Biology (grades 6-12), six in MG Social Sciences (grades 5-9), one in Gifted, seven in Exceptional Student Education (Elem/Sec), one in Varying Exceptionalities, three in Elementary Education, and three 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 53 years of combined classroom experience and 42 years of combined leadership/administrative experience. Specifics regarding each administrator are indicated below.

PAULETTE COVIN-FREDRIK, PRINCIPAL

Ms. Covin-Fredrik, Principal, has 16 years of experience as a classroom teacher, three years as an Administrative Assistant, and four years as an Assistant Principal. Ms. Fredrik was the 1991 Regional Center III Teacher of the Year. She is certified in Elementary Education; Middle Grades English, grades 5-9; Elementary/Secondary Reading; and Educational Leadership. Ms. Fredrik developed and implemented a writing program entitled, "Write On Write On," which resulted in 92 percent of the eighth grade students at Charles Drew Middle School scoring 3 and higher on the FCAT Writing test in the 2000 school year. This is her second year as a Principal in Miami-Dade County and her first at Parkway Middle Community School.

ROY SCOTT, JR., ASSISTANT PRINCIPAL, ADMINISTRATION

During his 43 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

Throughout her 19 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 2006-2007 school year marks the beginning of her eleventh 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. Additionally, she was named the 2006 Assistant Principal of the Year for the Norland Feeder Pattern. 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.

BRIDGETTE TATE, ASSISTANT PRINCIPAL, SPECIAL EDUCATION

Ms. Tate, in her 9th year in the field of education, has experience at both the middle and high school levels. Ms. Tate is a first year Assistant Principal at Parkway Middle Community School. Prior to this assignment, she worked at Thomas Jefferson Middle School in the capacity of Reading Coach, Language Arts Department Chair, and Test Chair. Ms. Tate taught Language Arts for seven years at Barbara Goleman Senior High, where she was Head Track and Cross Country Coach. Ms. Tate has a Bachelor's degree in Broadcast Journalism from Ohio State University, a Master's degree in English Education, and Educational Leadership Certification from Nova Southeastern University.

• 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.

• Extended Learning Opportunities

Parkway Middle School provides the following Extended Learning Opportunities:

- Before and 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 Level 2 students. 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 provides 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-, bi-weekly, 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 before school, after school, and 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 of all students.

Needs Assessment

Results of the 2006 FCAT Reading Test indicated 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, students in all subgroups failed to attain the desired 44 percent reading at or above level 3 on the 2006 FCAT Reading Test. Despite these figures, however, 71 percent of our lowest 25 percent demonstrated Adequate Progress by making Learning Gains in Reading. After disaggregation of the 2006 FCAT data, the results indicate that sixth grade students scored a mean of 45 percent in Words/Phrases, 53 percent in Main Idea/Author's Purpose, 55 percent in Comparison/Contrast, and 50 percent in Reference/Research. Seventh grade students scored at 57 percent in Words/Phrases, 55 percent in Main Idea/Author's Purpose, 56 percent in Comparison/Contrast, and 56 percent in Reference/Research. Eighth graders proved to be the strongest overall readers by scoring at 50 percent in Words/Phrases, 58 percent in Main Idea/Author's Purpose, 63 percent in Comparison/Contrast, and 39 percent in Reference/Research. Further analysis indicated that the clusters in Comparison/Contrast 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 Reference/Research and Words/Phrases 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 6 through 8 will improve their reading skills as evidenced by 51 percent of the students scoring on or above FCAT Achievement Level 3 on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, black students in grades 6 through 8 will improve their reading skills as evidenced by 51 percent of the students scoring on or above FCAT Achievement Level 3 on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades 6 through 8 will improve their reading skills as evidenced by 51 percent of the students scoring on or above FCAT Achievement Level 3 on the 2007 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct ongoing Leadership Team 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	8/7/2006	5/12/2007	Continuous Improvement Model	\$0.00
Monitor the school-wide Reading Instructional Focus Calendar that is based on the District's Pacing Guide and is centered around specific bi-weekly targeted reading skills.	Administrative Team, Title 1-funded Reading Coach, School Reform grant-funded Reading Coach, Language Arts Department Chairperson	8/7/2006	6/1/2007	District-wide literacy plan	\$0.00
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	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
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.	8/7/2006	6/1/2007	Continuous Improvement Model	\$0.00
Provide differentiated instruction within reading and language arts classes, as well as	Administrative Team, Title 1-funded Reading Coach, School	8/7/2006	6/1/2007	District-wide literacy plan	\$200.00

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.	Reform grant-funded Reading Coach, Language Arts Department Chairperson and Language Arts teachers				
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	8/18/2006	6/1/2007	Continuous Improvement Model	\$1500.00
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 Arts Department Chairperson, all teachers	8/7/2006	6/1/2007	District-wide literacy plan	\$450.00
Administer bi-weekly 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	8/18/2006	5/12/2007	Continuous Improvement Model	\$1500.00

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.

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 Coaches 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 MAZE. 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 by the scores of the MAZE, the District Interim Assessments, and the 2007 FCAT Reading Test. Bi-weekly benchmark tests, READ 180 assessments, Reading Plus 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 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 2 STATEMENT:

Improve Mathematics performance of all students.

Needs Assessment

Results of the 2006 FCAT Mathematics Test indicated that some progress was made in the number of students meeting standards in Mathematics. 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 52 percent scored at Level 1, 30 percent scored at Level 2, 15 percent scored at Level 3, three (3) percent scored at Level 4, and one (1) percent scored at Level 5. Similar results were revealed in seventh grade where 47 percent scored at Level 1, 30 percent scored at Level 2, 20 percent scored at Level 3, three (3) percent scored at Level 4, and zero (0) percent scored at Level 5. Eighth grade scores demonstrated the same "low end" trend with 37 percent scoring at Level 1, 31 percent scoring at Level 2, 27 percent scoring at Level 3, four (4) percent scoring at Level 4, zero (0) 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 50 percent (28 percent attained) scoring at or above Level 3 on the 2005 FCAT Mathematics Test. After disaggregation of the 2006 FCAT data, the results indicate that 6th grade students scored a mean of 44 percent in Number Sense, 33 percent in Measurement, 44 percent in Geometry, 25 percent in Algebraic Thinking, and 44 percent in Data Analysis. Seventh grade students scored at 44 percent in Number Sense, 22 percent in Measurement, 50 percent in Geometry, and 33 percent in both Algebraic Thinking and Data Analysis. Eighth grade students scored at 42 percent in both Number Sense and Algebraic Thinking, 25 percent in both Measurement and Geometry, and 50 percent in Data Analysis. Further analysis indicates that Number Sense 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 checked="" type="checkbox"/>	<input checked="" 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 56 percent of the students scoring at or above FCAT Achievement Level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Black students in grades six through eight will improve their mathematics skills as evidenced by 56 percent of the students scoring at or above FCAT Achievement Level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students on Free or Reduced Lunch in grades six through eight will improve their mathematics skills as evidenced by 56 percent of the students scoring at or above FCAT Achievement Level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades six through eight will improve their mathematics skills as evidenced by 56 percent of the students scoring at or above FCAT Achievement Level 3 on the 2007 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	12/1/2006	4/3/2007	District Strategic Plan	\$0.00
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	8/7/2006	5/26/2007	District Strategic Plan	\$0.00
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 before/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	10/17/2006	5/13/2007	District Strategic Plan	\$0.00
Administer and analyze results of all bi-weekly, interim, and quarterly progress tests and adjust instruction accordingly, as reflected in the Continuous Improvement	Administrative Team, Mathematics Department Chairperson, all Mathematics teachers	8/7/2006	5/5/2007	Continuous Improvement Model	\$1500.00

Model.					
Utilize CRISS strategies in mathematics instruction in order to provide effective, research-based instructional strategies.	Administrative Team, Mathematics Department Chairperson, all Mathematics teachers	8/7/2006	6/1/2007	District Strategic Plan	\$135.00
Utilize District-developed Pacing Guides to generate school-site Instructional Focus Calendars 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	8/7/2006	6/1/2007	District Strategic Plan	\$100.00
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's Pacing Guides.	Administrative Team, Mathematics Department Chairperson, Mathematics teachers	8/7/2006	6/1/2007	Continuous Improvement Model	\$1408.40

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. Algebraic Thinking will be used as the instructional program for sixth and 7th graders.

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 2007 FCAT Mathematics Test. Bi-weekly 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 of all students.

Needs Assessment

Results of the 2006 FCAT Writing test indicated that 81 percent of the eighth grade students tested scored a 3.5 or higher, while 66 percent scored a 4.0 or higher. In addition, 92 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 19 percent of students in order for them to meet high standards. Further analysis reveals that students achieved a mean score of 3.9 in expository writing and 3.7 in persuasive. This indicates that a vast majority of students met high standards with an average combined score of 3.9.

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 85 percent of the students scoring at or above Achievement Level 3 as evidenced by scores on the 2007 administration of the FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		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	11/7/2006	2/5/2007	Continuous Improvement Model	\$0.00
Provide remediation and intervention in writing during the Before/After School and Saturday Academy tutorial programs.	Administrative Team, Magnet Lead Teacher, Language Arts Department Chairperson, all Language Arts teachers	10/16/2006	5/20/2007	Continuous Improvement Model	\$0.00
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	8/7/2006	5/5/2007	Communities of Practice	\$0.00
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	8/14/2006	4/28/2007	Communities of Practice	\$0.00
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	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
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	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/5/2007	Continuous Improvement Model	\$1000.00
Utilize Learning Express to assist with the scoring and disaggregation of the progress	Administrative Team, Magnet Lead Teacher, Language Arts	09/25/2006	4/14/2007	Continuous Improvement Model	\$17500.00

tests data.	Department Chairperson, all Language Arts teachers	
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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 2007 FCAT Writing Plus Test. Bi-weekly and District Interim 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

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<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 students.

Needs Assessment

Results of the 2006 FCAT Science test reflected that seven (7) percent of eighth grade students met the state required mastery level. Upon closer analysis of the data, it was determined that Earth/Space and Life/Environmental Sciences were the strongest areas with six Mean points earned (matched the district average). Scientific Thinking was the next strongest area with five Mean points earned. Physical and Chemical Science was our students' weakest area with four Mean points earned. This year's concerted effort in these areas should result in an increase in student achievement in science.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by 32 percent reaching the state required mastery level as documented by scores of the 2007 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	8/7/2006	5/26/2007	District Strategic Plan	\$0.00
Administer pre-/posttests, bi-weekly, and School Improvement Zone Quarterly 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	9/18/2006	5/19/2007	Continuous Improvement Model	\$0.00
Increase the number of labs and /or hands-on activities that students are engaged in to develop students' understanding of scientific processes.	Administrative Team, Science Department Chairperson, all Science teachers	8/28/2006	5/19/2007	District Strategic Plan	\$0.00
Identify all eighth grade students scoring below the state mastery level and provide them with mandatory Before/After School and Saturday Academy tutorials in order to enhance and remediate science skills.	Administrative Team, Science Department Chairperson, all Science teachers	10/16/2006	5/20/07	Continuous Improvement Model	\$0.00
Utilize CRISS strategies in Science instruction in order to provide effective, research-based instructional strategies.	Administrative Team, Science Department Chairperson, all Science teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Utilize the District recommended Pacing Guide and develop/implement school-site 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, 2007.	Administrative Team, Science Department Chairperson, all Science teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Conduct staff professional development workshops in order to promote the teaching	Administrative Team Science Department Chairperson	10/2/2006	5/25/2007	District Strategic Plan	\$200.00

of science process skills.	All Science Teachers	
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Research-Based Programs

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

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, 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 2007 FCAT Science Test will evaluate this objective.

Bi-weekly and District Interim assessments will provide formative data, which will be used to monitor the progress towards 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 2005-2006 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 in school-sponsored events will increase by five percent as documented by the Signature Logs of 2006-2007 as compared to the Signature Logs of 2005-2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Plan and implement special parent programs such as Open House, monthly Magnet program activities, Curriculum Fairs, Math and Literary Fairs, parent orientations, and student recognition ceremonies to increase parent participation.	Administrative Team, Magnet Lead Teacher, Department Chairpersons, teachers	9/06/2006	5/15/2007	Community Partnerships	\$0.00
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	9/6/2006	2/25/2007	Communities of Practice	\$0.00
Maintain an active PTSA and encourage parental participation in other decision-making activities.	Administrative Team, Community Involvement Specialist, and the PTSA Executive Board	9/6/2006	6/1/2007	District Strategic Plan	\$0.00
Utilize the Community Involvement Specialist to communicate with parents through home visits, workshops, and other related activities.	Administrative Team, Community Involvement Specialist	8/7/2006	6/1/2007	Community Partnerships	\$0.00
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	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
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	8/7/2006	6/1/2007	Community Partnerships	\$0.00
Schedule conferences collaboratively with parents in order to support/promote improved student performance.	Administrative Team, Reading Coaches, and appropriate Department Chairpersons and teachers	9/17/2006	6/1/2007	District Strategic Plan	\$0.00
Maintain consistent communication between the home and school through Connect-Ed, student report cards, interim progress reports, letters, flyers, school newsletters, web pages,	Administrative Team, Community Involvement Specialist, Social Worker, and all teachers	8/7/2006	6/1/2007	Community Partnerships	\$0.00

conferences, and home visits.					
Maintain our Parent Resource Center and provide parents with instructional and supplemental reading materials available for check-out and at-home use to support student learning.	Administrative Team, Community Involvement Specialist	8/7/2006	6/1/2007	Community Partnerships	\$300.00

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 checked="" 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 2005-2006 COGNOS data, student misbehaviors resulted in 593 incidents of Outdoor Suspension . Further disaggregation of the data indicated that 570 incidents of outdoor suspensions involved Black students, 20 involved Hispanic students, and three (3) incidents involved White students and students of other ethnic origins. Furthermore, of the 593 incidents of outdoor suspensions, 394 incidents involved males, while 199 involved females; 478 incidents involved students on Free or Reduced Lunch, while 115 involved students that pay for lunch; and 166 incidents involved Students with Disabilities (SWD), while 427 incidents involved non-SWDs.

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 593 incidents in 2005-2006 to 505 in 2006-2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Devote some class time to the modeling and/or teaching of appropriate social interaction skills.	Administrative Team, Guidance Counselors, BMT, SED Clinician	9/25/2006	5/5/2007	Small Learning Communities	\$0.00
Increase the number of trained Peer Mediators that will be utilized in assisting with conflict resolution.	Administrative Team, TRUST Counselor	10/9/2006	6/1/2007	Mentoring Opportunities	\$0.00
Increase the amount of supervision before, during, and after school by adding additional personnel and rescheduling security monitor locations in areas where, historically, problems occur.	Administrative Team, designated Security Monitors and teachers	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
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	8/7/2006	6/1/2007	Transition and Articulation Programs	\$0.00
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	9/17/2006	6/1/2007	Mentoring Opportunities	\$500.00

Research-Based Programs

Parkway Middle Community School is in its second year of implementing the Positive Behavior Support (PBS) program. The expected outcome is to increase student displays 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, "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 Suspension Report in COGNOS. Additional sources of monitoring will include the Student Assistance Profile, ESE Suspension Report, and PBS generated reports (SWIS).

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

Given the emphasis on the use of Technology in education, Teacher use of technology will increase during the Academic Improvement Period when comparing the usage in 2005-2006 to that in 2006-2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	District Strategic Plan	\$0.00
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	District Strategic Plan	\$0.00
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	Small Learning Communities	\$0.00
Provide teachers with appropriate software and/or internet links in order to supplement and/or reinforce their instruction (i.e. Read 180, Reading Plus, FCAT Explorer, Riverdeep, etc.).	Administrative Team, Reading Coaches, Microtechnician, and Department Chairpersons	8/1/2005	6/1/2006	District Strategic Plan	\$1000.00
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	8/1/05	6/1/2006	District Strategic Plan	\$7225.00

Research-Based Programs

The National Education Technology Standards (NETS) 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, READ 180 reports, Reading Plus 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.)

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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 2005-2006 FITNESSGRAM data, only 10 percent of the 205 students tested met the minimum health-related standards and qualified as either Gold or Silver award winners. Upon further disaggregation of the data, six (6) students (3 percent) received the Gold Fitness Award, while 14 students (7 percent) received the Silver Fitness Award.

Measurable Objective

Parkway Middle Community School will demonstrate an increase of twenty percent in the number of fitness award recipients, from 20 percent in 2005-2006 to 24 percent in 2006-2007, as measured by the FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		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	8/21/2006	4/27/2007	Continuous Improvement Model	\$0.00
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	8/7/2006	6/1/2007	Continuous Improvement Model	\$0.00
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)	10/9/2006	11/17/2006	District Strategic Plan	\$0.00
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	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Provide students with information on healthy eating and nutrition.	Administrative Team Physical Education Teacher Health Education Teacher	10/3/2006	6/1/2007	District Strategic Plan	\$200.00

Research-Based Programs

Not Applicable

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 2006-2007 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.)

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Miami-Dade County Public Schools

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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 2006-2007 school year. Due to a decrease in student enrollment and increased enrollment in Intensive Reading and Mathematics classes, the numbers of elective courses offered during the regular school day have decreased. However, as a part of the After School All Stars program, additional opportunities for student participation in special interest classes are provided.

Measurable Objective

Given the emphasis on providing students with an increased amount of enrichment opportunities, Parkway will offer two more enrichment opportunities during the 2006-2007 school year as a result of student participation in the After School All-Stars program.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Poll all teachers in order to determine additional special interest classes that they would be willing to teach.	Administrative Team	7/31/2006	10/28/2006	Expanding arts opportunities	\$0.00
Provide professional development to teachers in order to increase their overall ability to teach the new special interest classes.	Administrative Team	7/31/2006	6/1/2007	Expanding arts opportunities	\$0.00
Include high-interest enrichment activities during the After School All Stars program.	Administrative Team, After School All Stars staff,	8/7/2006	6/1/2007	Expanding arts opportunities	\$3927.00

Research-Based Programs

Not Applicable

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 enrichment opportunities offered to our students during the typical school day and the additional opportunities for enrichment that are provided/offered as a result of student participation in the After School All-Stars program.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 2004, Parkway Middle Community School ranked at the 7th 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 7th percentile in 2004 to the 8th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Consider shared use of facilities, partnering with community agencies.	Administrative Team	8/1/2005	5/26/2006	Community Partnerships	\$0.00
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	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Administrative Team, School Leadership Team	10/31/2005	5/26/2006	District Strategic Plan	\$0.00
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	District Strategic Plan	\$0.00

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"/>	<p><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></p>

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.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$3,650.00
Goal 2: Mathematics	\$3,143.40
Goal 3: Writing	\$18,500.00
Goal 4: Science	\$200.00
Goal 5: Parental Involvement	\$300.00
Goal 6: Discipline & Safety	\$500.00
Goal 7: Technology	\$8,225.00
Goal 8: Health & Physical Fitness	\$200.00
Goal 9: Electives & Special Areas	\$3,927.00
Goal 10: Return On Investment	\$0.00
<hr/>	
Total:	\$38,645.40

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:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

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.

Region Superintendent