

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Parkway Middle School (6721)

Feeder Pattern - Miami Norland Senior

Regional Center II

District 13 - Miami-Dade

Principal - Paulette Fredrik

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Parkway Middle Community School is a student-oriented, data driven, academically focused learning center that prides itself on educational excellence. Parkway Middle was constructed in 1961 on 17.63 acres, in the heart of Miami Gardens, Florida. This Title 1 school consists of approximately 478 students that are enrolled in 6th, 7th, and 8th grades. Parkway Middle receives insurmountable support from school community partners by collaborating with said partners to further our students' academic growth socially, and emotionally. Some of these partners include Dolphin Stadium, Florida Memorial University, Winn-Dixie. Currently our Community Involvement Specialist, and Career Specialist are diligently working to incorporate additional Dade Partners for Parkway Middle. Our media center is equipped with the latest technology to prepare our students for a global economy. Currently, several construction projects are in progress, such as, compliance with the American Disabilities Act (ADA), Clinic, landscaping and beautification throughout the campus.

Of the student population, 98 percent are Black, one percent Hispanic, and one percent White or of other ethnic origin. The majority of these students come from the surrounding community whose ethnic breakdown is consistent with that of the school. Students in the Educable Mentally Handicapped, Emotionally Handicapped, Severely Emotionally Handicapped, and Autistic exceptionalities are transported to Parkway Middle from within its attendance boundary 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.

Results from the 2007 Florida Comprehensive Assessment Test (FCAT) indicate that 38 percent of students in grades 6-8 met state requirements in Reading, 30 percent of students in grades 6-8 met state requirements in Mathematics, 78 percent of the students in grade 8 scored a 3.5 or higher on the FCAT Writing+, and 20 percent of students in grade 8 met state requirements in Science. Additionally, 51 percent made Learning Gains in Reading and 56 percent made Learning Gains in Mathematics. In addition, 36 percent of Black students are proficient in Reading and 28 percent are proficient in Mathematics. Thirty 37 percent of Economically Disadvantaged Students are proficient in Reading and 19 percent are proficient in Mathematics.

Our current school enrollment is comprised of 170 students in grade 6, 161 students in grade 7, 148 students in grade 8, . Our gifted student enrollment is 50. Our ELL student enrollment is 4, ESOL Levels 1-4. The number of Level 1 students in Mathematics in grades 6-8 is 224. Our number of Level 2 students in Mathematics in grades 6-8 is 166. The number of Level 1 students in Reading in grades 6-8 is 166. The number of Level 2 students in Reading in grades 6-8 is 140.

Parkway Middle School has the following special programs at our facility to increase student achievement that enhance and contribute to the success of our school: Title 1, Secondary School Reform, Future Business Leaders of America (FBLA), National Junior Honor Society(NJHS), Health Occupations Students Association (HOSA, Community Service 7th period class, Mentoring and Induction for New Teachers (MINT), Gifted/Advanced Academics, electives and after school clubs and sports, SPED center school, before and after school tutorials, Spartans' Saturday Academy, Supplemental Education Services (SES), Community Involvement Specialist (CIS), Middle Schools Enrichment Program (All-Stars).

The implementation of a before and/or after school tutoring program in Reading, Mathematics, Writing and Science, bilingual tutoring program, Spartans' Saturday Academy, extra-curricular activities, course recovery classes, before and after school enrichment classes (All-Stars), and parental workshops to address our community's needs continues to provide guidance and assistance to our students, parents, and teachers in reaching the highest academic standards. In addition to our strong tutoring program for all students, we provide Supplemental Educational Services (SES), through our Title I program as a remediation tool for our students. Furthermore, many students participated in Future Business Leaders of America competitions and were awarded state and district recognition for their outstanding efforts.

Increasing Parental Involvement has been a challenge. Our goal is to increase the number of Parent Academy workshops, as well as, to continue to encourage parental involvement via telecommunications and print communications.

The leadership team at Parkway Middle School consists of administration, reading coaches, department chairpersons, team leaders. Our instructional staff is certified and highly qualified teachers. Of the 35 teachers, 26 have Master's degrees, 2 teachers hold a Specialist degree, and 1 teacher holds a Doctorate degree. Of this population, 2 teachers are beginning teachers. The ethnic composition of our staff is as follows: 1 percent are White, 96 percent are Black, 1 percent are Hispanic or Other. Parkway Middle School has been privileged to be awarded several recognitions including one member of the leadership team attended a leadership institute at Harvard University. Parkway Middle earned the distinct title of the Most Improved Attendance overall for the last nine weeks averaging 95 percent daily attendance.

Due to state mandates of class size reduction, Parkway Middle School adheres to the following grade level requirements: grades 6-8 have 22 students per core class per period. Additionally, Special Education (SPED) Students are seated in classes with an average of 12 students.



School Improvement Plan

2007-2008



For the 2006-2007 school year, Parkway Middle School's average attendance rate was 95 percent. We ranked in the top twenty in attendance among all of the middle schools in Miami Dade County Public Schools. The retention rate for students in grade 8 is 0 percent.

Upon completion of 8th grade, students usually attend Miami Norland Senior High School. Many of our 8th grade students apply and are accepted to local Magnet, Vocational, and Technical Centers. Additionally, there are four elementary schools that feed into Parkway Middle School. They are Scott Lake Elementary, Parkview Elementary, Myrtle Grove Elementary, and Crestview Elementary.

Representatives from the District and Regional Center II offices conduct on-going site visits and classroom walkthroughs to ensure that rigor and fidelity in teaching and learning is implemented. Monthly meetings for administration are conducted by School Improvement Zone Directors, Regional Center II Directors as well as, School Improvement Zone and District Personnel. Through telecommunications and email, pertinent information is relayed to our school for our parents, students, and staff regarding data, curriculum, instructional strategies and school operations. In addition, the Florida Literacy and Reading Excellence (FLaRE) utilizes coordinators to provide state assistance and professional development in literacy.

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 SPED 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 58 percent of the students scoring on or above FCAT Achievement Level 3 on the 2008 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 58 percent of the students scoring on or above FCAT Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students with Free and Reduced Lunch in grades 6 through 8 will improve their reading skills as evidenced by 58 percent of the students scoring on or above FCAT Achievement Level 3 on the 2008 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 58 percent of the students scoring on or above FCAT Achievement Level 3 on the 2008 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 62 percent of the students scoring at or above FCAT Achievement Level 3 on the 2008 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 62 percent of the students scoring at or above FCAT Achievement Level 3 on the 2008 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 62 percent of the students scoring at or above FCAT Achievement Level 3 on the 2008 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 62 percent of the students scoring at or above FCAT Achievement Level 3 on the 2008 administration

Given instruction using the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by 83 percent of the students scoring at or above Achievement Level 3 as evidenced by scores on the 2008 administration of the FCAT Writing +.

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by 45 percent reaching the state required mastery level as documented by scores of the 2008 administration of the FCAT Science Test.

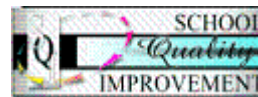
Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 to 2007-2008 school year.

Given the implementation of the Positive Behavioral Support program, the number of incidences of Outdoor Suspension will be decreased by 20 percent, from 184 incidents in 2006-2007 to 157 in 2007-2008.

Given an emphasis on the use of technology in education, faculty and students will increase their use of technology in the classrooms as evidenced by classroom observations, daily lesson plans, and use of computer labs. Additional reports will be generated to track increased use of technology through FCAT Explorer, Accelerated Reader (AR), Media Center Circulation Reports, Excelsior Electronic Gradebook, Reading Plus Reports, and Read 180 Reports.



School Improvement Plan 2007-2008



Parkway Middle Community School will promote the overall health and physical fitness of students. The school will align its physical fitness program with the National Standards for Physical Education.

Given the emphasis on providing students with an increased amount of enrichment opportunities, Parkway will offer two more enrichment opportunities during the 2007-2008 school year as a result of student participation in the After School All-Stars program.

Parkway Middle School will improve its ranking on the State of Florida Return On Investment Index publication as evidenced by 1% increase when compared to the 2005-2006 Return of Investment of 20% for the 2007-2008 school year.

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.



School Improvement Plan 2007-2008



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.

6721 - 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



School Improvement Plan

2007-2008



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 is a student-oriented, data driven, academically focused learning center that prides itself on academic excellence. Parkway Middle was constructed in 1961 on 17.63 acres, in the heart of Miami Gardens, Florida. Parkway Middle consists of approximately 478 students and 67 faculty and staff members. Of the 478 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 77 percent of the students qualify for free or reduced lunch. 24 percent of the students are enrolled in the Special Education (SPED) program, which meets the needs of 11 Educable Mentally Handicapped, 22 Emotionally Handicapped, 42 Specific Learning Disabled, 54 Gifted, six Autistic, and 7 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 English Language Learner (ELL) program (four students total), while 15 percent are enrolled in the school's Writing and Humanities Magnet Program. Thirty (30) percent of SPED students participate in the school's Inclusion program, spending 80 percent or more time with their non-disabled peers.

Parkway Middle School's faculty is comprised of 33 females and 7 males of which 31 are Black, 7 are White, 2 are Hispanic or of Indian descent. These Instructional members equate to 31 regular education teachers, 9 SPED teachers, four SPED paraprofessionals, two Reading Coaches, two guidance counselors, one TRUST counselor, one Career Specialist, one Magnet Lead Teacher, one Behavior Management Teacher (BMT), one School Center for Special Instruction (SCSI) Teacher, one full-time Severely Emotionally Disturb(SED) Clinician, one Community Involvement Specialist, and one full-time SPED 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), and one who has earned a Doctorate degree. Three administrators (one principal and two assistant principals - all with Master's degrees) oversee the daily operation of the school.

The 2006-2007 School Accountability Report revealed that 38 percent of the student population met High Standards in Reading, 30 percent in Mathematics, 78 percent in Writing and 20 percent in Science. Fifty one percent of the student population made Learning Gains in Reading and 56 percent made Learning Gains in Mathematics. In addition, 66 percent of the lowest 25 percent made Learning Gains in Reading. According to the 2006-2007 Annual Yearly Progress Report, 36 percent of Black, 37 percent of Students on Free or Reduced Lunch, and 25 percent of Students with Disabilities (SWD) scored at or above grade level in Reading. In Mathematics, 28 percent of Black, 29 percent of Students on Free or Reduced Lunch, and 19 percent of Students with Disabilities (SWD) 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, 2004-2005 and 2005-2006 school years was collected. According to the 2005-2006 School Profile report, teacher attendance was at 94.4 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. However 2006-2007 boasted a zero retention rate. Furthermore, based on the COGNOS data from 2006-2007, overall student attendance averaged 95.25 percent, there were 184 incidences of students being placed on outdoor suspension and 90 incidences of students being referred to Indoor suspension. Moreover, data collected from the 2005-2006 Fitness gram 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 (3.7 out of 5). In addition, an item from Leadership (1a. I know my organization's mission) was ranked first in the Item Average Score (4.1). Furthermore, four additional items referring to Leadership were ranked in the top 25 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 fifth 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 3.7, 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 at the end with an item average score of 3.4. 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 4.4 – the school's highest. 3b (I keep in touch with my customers) was ranked at number 2 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 ten percent, at number 5. 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 (3e – I am allowed to make decisions to solve problems for my customers,) landed in the 30th 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 seventh with its Average Category Score of 3.5. 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) received an average score of 3.9. This is essential in creating an educational climate that is conducive to increasing levels of student academic achievement and, 5c (My supervisor encourages me to develop my job skills so that I can advance in my career) with an average score of 3.7. 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) there is an emphasis for individuals to focus on career advancement. The weakest indicator in this category is 5e (I have a safe workplace) and 5f (My supervisor and my work location care about me) both have a 3.3 average score. The leadership will make every effort to continue to create an environment where employees can come to work without the fear of personal danger or harm.

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 fourth 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 3.7. Strategic Planning and Process Management were tied for fourth with a category score of 3.6. Human Resources Focus and Business Results both ranked the lowest with a score of 3.5. and were tied for fifth with category scores of 3.6 each. 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.

Schools Graded 'C' or Below

Professional Development:

Parkway Middle School has implemented the following professional development activities for faculty and staff provided by administration, professional development liaison, Reading Coaches, Mathematics Coach, and regional, district, and state support personnel. A new program called Mentoring and Induction New Teacher Program (MINT) has been designed for established teachers to mentor new teachers. Co-teaching workshops are provided to assist general education and special education teachers in providing learning strategies for all students across the curriculum. Creating Independence through Student-Owned Strategies (CRISS), reciprocal teaching, best practices, and other new and innovative teaching strategies designed for teaching across the curriculum in-services will be held at the school site. Continuous Improvement Model (CIM) and Plan Do Study Act Model professional development will be held to help disaggregate data and guide targeted goals for data driven instruction. Various technology in-services that enhance student learning will be held to introduce staff to innovative techniques and web-based programs designed for differentiated instruction. Along with the assistance of the Reading Coaches, professional development will be held weekly through department meetings, will be held monthly through faculty meetings, and daily through various district and state workshops for teachers and staff. Small learning communities will facilitate cohesive curricular alignment and share-outs of new teaching methods.

Disaggregated Data :

The leadership team comprised of administration, Reading and Mathematics Coaches, counselors, department chairpersons, team leaders, media specialist, test chairperson, and other support personnel disaggregates student assessment data to determine students' strengths and areas in need of improvement. Bi-weekly benchmark testing, School Improvement Zone and District Interim Assessment data will be disaggregated by the leadership team and individual teachers to drill down and determine appropriate differentiated instructional strategies. Students performing at or above grade level are encouraged to enroll in advanced academic and/or gifted courses to prepare them for post secondary education. Students performing below grade level are scheduled into remedial reading and mathematics courses for additional instruction in their areas of academic weakness. Students who require additional instruction for remediation will participate in pull-out tutoring for reading, mathematics, and science tested benchmarks. Before, after, and Saturday tutoring services will be provided for all students who seek additional assistance in all academic classes.

Informal and Formal Assessments:

Parkway Middle School will utilize teacher-generated tests and quizzes, student portfolios, bi-weekly assessments, School Improvement Zone and District Interim Assessments, pretests, mid-year progress monitoring tests, and posttests to assess student mastery of course material, grade level expectations, and targeted tested benchmarks. This will ensure based line data and progress monitoring data to target areas of weakness and increase student achievement.

Alternative Instructional Delivery Methods :

Parkway Middle School utilizes various instructional delivery methods to ensure academic achievement for all students. These methods include one-on-one individual teacher instruction, peer tutoring, cooperative learning groups, guest speakers, and educational field trips, project based learning, motivational assemblies, career presentations, multi-media presentations, research based software programs, web-based instructional programs. Through district funding, additional multimedia equipment i.e., SmartBoards will be used in classrooms and in the Media Center. Additionally, the use of the facility such as the media center and computer labs will be utilized to enhance learning. Whole group and small group learning, differentiated instruction, and hands-on inquiry based instruction will be used to support traditional teaching model.

Schools Offering Primarily Grades 6 through 12

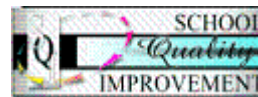
Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

<input checked="" type="checkbox"/>	Different Innovative Approaches to Instruction
<input checked="" type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input checked="" type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input checked="" type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input checked="" type="checkbox"/>	Master Schedules Based on Student Needs
<input checked="" type="checkbox"/>	Parental Access and Support
<input type="checkbox"/>	Applied and Integrated Courses
<input checked="" type="checkbox"/>	Academic and Career Planning



School Improvement Plan

2007-2008



Different Innovative Approaches to Instruction:

Students at Parkway Middle struggle with reading comprehension, fluency and vocabulary. Curriculum is aligned to target these areas. Pull-out programs focus on the lowest quartile of students to provide remediation in mathematics and reading. In addition, all students are given the opportunity to attend various tutoring services provided by Parkway Middle.

Responsibility of Teaching Reading for Every Teacher:

Daily instruction and reading strategies are incorporated across the curriculum. Through the utilization of CRISS strategies, reciprocal teaching techniques, word walls, classroom libraries, utilization of the Media Center, and other techniques, teachers in all subject areas have embraced the necessity to incorporate reading in their classrooms. Literacy is the driving force at Parkway Middle Community School.

Quality Professional Development for Teacher and Leaders:

District and Region Professional development is on-going throughout the school year. School-wide in-services are held bi-weekly through department meetings, bi-weekly through interdisciplinary teams, and bi-monthly through faculty meetings. Teachers' Professional Development Plans (PDP) establishes professional development goals throughout the year.

Small Learning communities:

Weekly team meetings and department meetings address the individual student's academic and social needs for our school. Additional small learning communities are established to promote shared learning opportunities, data analysis, and the sharing of best practices and instructional strategies.

Intensive Intervention in Reading and Mathematics:

All students scoring Levels 1 and 2 on the FCAT Reading and Mathematics Tests are enrolled in remedial courses. These courses provide opportunities for students to review and master basic skills in reading and mathematics. Pull-out tutorial programs and before and after school tutoring sessions provide all students the opportunity to master proficiency in reading and mathematics. Formal and informal assessments provide an opportunity for the leadership team and literacy team to disaggregate data and establish school-wide goals and initiatives.

Course Choice Based on Student Goals/Interests/Talent:

Through the articulation process, students are able to choose courses based on their career paths. FCAT scores enable students scoring at or above grade level to enroll in advanced/honors courses. Gifted students are encouraged to take high school credit classes. Counselors and Career Specialists work diligently with students to provide knowledge of career choices and opportunities. Students are encouraged to select electives and participate in after school clubs and sports based on interest and talents.

Master Schedule Based on Student Needs:

Parkway Middle Community School offers core courses in Language Arts, Mathematics, Social Studies, and Science, as well as, classes for advanced academics/honors, and gifted students. Electives such as Physical Education, Business Technology, and Creative Writing for Magnet students and Health Occupations are also offered.

Parental Access and Support:

Parents are encouraged to visit the school and meet with teachers to monitor their child's progress. Additionally, the District's Parent Portal is available for parents to communicate with teachers. The utilization of the electronic grade book allows for parents to access their child's grade through the Internet. Written letters and telephone communication via ConnectEd allows for school officials to disseminate upcoming activities and events.

Applied and integrated Courses:

Not Applicable

Academic and Career Planning:

Counselors and Career Specialist provide Magnet and Career Fairs to expose students' o a variety of career options. Students are afforded opportunities to visit local colleges and universities for career exploration.

Reading Goal

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

Florida Education Priorities

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"/>

Reading Statement

Improve Reading Performance of all students.

Needs Assessment

Results of the 2007 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 51 percent reading at or above level 3 on the 2007 FCAT Reading Test. Despite these figures, however, 66 percent of our lowest 25 percent demonstrated Adequate Progress by making Learning Gains in Reading. After disaggregation of the 2007 FCAT data, the results indicate that sixth grade students scored a mean of 50 percent in Words/Phrases, 50 percent in Main Idea/Author's Purpose, 50 percent in Comparison/Contrast, and 43 percent in Reference/Research. Seventh grade students proved to be the strongest overall readers by scoring at 57 percent in Words/Phrases, 55 percent in Main Idea/Author's Purpose, 67 percent in Comparison/Contrast, and 57 percent in Reference/Research. Eighth grade students scored at 43 percent in Words/Phrases, 50 percent in Main Idea/Author's Purpose, 43 percent in Comparison/Contrast, and 46 percent in Reference/Research. Further analysis indicated that the clusters in Main Idea/Author's Purpose proved to be the students' highest performing area, while Words/Phrases and Comparison/Contrast proved to be their lowest. Therefore, 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
<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"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 6 through 8 will improve their reading skills as evidenced by 58 percent of the students scoring on or above FCAT Achievement Level 3 on the 2008 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 58 percent of the students scoring on or above FCAT Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students with Free and Reduced Lunch in grades 6 through 8 will improve their reading skills as evidenced by 58 percent of the students scoring on or above FCAT Achievement Level 3 on the 2008 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 58 percent of the students scoring on or above FCAT Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	8/20/2007	6/11/2008	Continuous Improvement Model	0
Monitor the school-wide Reading Curriculum Guides that are based on the School Improvement Zone and District's Pacing Guide and is centered around specific bi-weekly and monthly targeted reading skills.	Administrative Team, Title 1-funded Reading Coach, School Reform grant-funded Reading Coach, Language Arts Department Chairperson	8/20/2007	6/11/2008	District-wide Literacy Plan	0
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	8/20/2007	6/11/2008	Academic Enrichment Opportunities	0
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.	8/20/2007	6/11/2008	Continuous Improvement Model	0
Provide differentiated instruction within reading and language arts classes, as well as in after school and Saturday tutorials, using centers and pull-outs focusing on specific students' needs while utilizing READ 180, READ XL, and Reading Plus.	Administrative Team, Title 1-funded Reading Coach, School Reform grant-funded Reading Coach, Language Arts Department Chairperson and Language Arts teachers	8/20/2007	6/11/2008	District-wide Literacy Plan	200

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	8/20/2007	6/11/2008	Continuous Improvement Model	1500
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	8/20/2007	6/11/2008	District-wide Literacy Plan	135
Administer bi-weekly, monthly and District Interim Assessments aligned to the Sunshine State Standards' tested benchmarks.	Administrative Team, Title 1-funded Reading Coach, School Reform grant-funded Reading Coach, and the Language Arts Department Chairperson	8/29/2007	6/11/2008	Continuous Improvement Model	1500
Utilize all IEP accommodations and provide training for SWD teachers and general education teachers to incorporate additional reading strategies for SWD that target AYP goals in the inclusion model	Reading Coaches, SPED Chair, Assistant Principals, Teachers	8/20/07	6/11/08	Inclusion of SWD	0
Utilize web-based computer instruction programs in Reading to provide differentiated instruction.	Principal, Assistant Principal, Reading Coached, Teachers	8/20/07	6/11/08	District-wide Literacy Plan	0
Utilize the Media Center to provide enrichment activities and on-going assessments through STAR Reading and Accelerated Reading (AR) Quizzes providing reading comprehension data for teachers	Media Specialist, Reading Coaches, Literacy Team, Assistant Principals, Teachers	8/20/07	6/11/08	Academic Enrichment Opportunities	0
Conduct quarterly FCAT Chats with all students in Reading and Language Arts classes to review students' individual data and provide suggestions and assistance.	Principal, Assistant Principal, Reading Coaches, Teachers	8/20/07	6/11/08	Continuous Improvement Model	0

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 ORF. 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 ORF, 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.

Mathematics Goal

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

Florida Education Priorities

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 type="checkbox"/>

Mathematics Statement

Improve Mathematics performance of all students.

Needs Assessment

Results of the 2007 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 60 percent scored at Level 1, 24 percent scored at Level 2, 12 percent scored at Level 3, four (4) percent scored at Level 4, and one (1) percent scored at Level 5. Similar results were revealed in seventh grade where 36 percent scored at Level 1, 24 percent scored at Level 2, 25 percent scored at Level 3, five (5) percent scored at Level 4, and zero (0) percent scored at Level 5. Eighth grade scores demonstrated the same "low end" trend with 39 percent scoring at Level 1, 29 percent scoring at Level 2, 25 percent scoring at Level 3, six (6) percent scoring at Level 4, two (2) 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 56 percent (28 percent attained) scoring at or above Level 3 on the 2007 FCAT Mathematics Test. After disaggregation of the 2007 FCAT data, the results indicate that 6th grade students scored a mean of 33 percent in Number Sense, 22 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, 33 percent in Measurement, 38 percent in Geometry, and 44 percent in both Algebraic Thinking and Data Analysis. Eighth grade students scored at 42 percent in both Number Sense and Measurement, 33 percent in both Geometry and Data Analysis, and 25 percent in Algebraic Thinking. Further analysis indicates that Number Sense and Data Analysis are, overall, the students' strongest areas, while Algebraic Thinking 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



School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by 62 percent of the students scoring at or above FCAT Achievement Level 3 on the 2008 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 62 percent of the students scoring at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

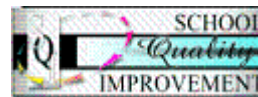
Given instruction using the Sunshine State Standards, students on Free or Reduced Lunch in grades six through eight will improve their mathematics skills as evidenced by 62 percent of the students scoring at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades six through eight will improve their mathematics skills as evidenced by 62 percent of the students scoring at or above FCAT Achievement Level 3 on the 2008 administration

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	12/3/2007	4/7/2008	Academic Enrichment Opportunities	0
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	8/20/2007	6/11/2008	Academic Enrichment Opportunities	0
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	8/20/2007	6/11/2008	Academic Enrichment Opportunities	0
Administer and analyze results of all bi-weekly, monthly School Improvement Zone and District's Interim Assessments, and adjust instruction accordingly, as reflected in the Continuous Improvement Model.	Administrative Team, Mathematics Department Chairperson, all Mathematics teachers	8/20/2007	6/11/2008	Continuous Improvement Model	1500
Utilize CRISS strategies in mathematics instruction in order to provide effective, research-based instructional strategies.	Administrative Team, Mathematics Department Chairperson, all Mathematics teachers	8/20/2007	6/11/2008	Other/ Not Applicable	135
Utilize District-developed Pacing Guides to generate school-site Curriculum Guides 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	8/20/2007	6/11/2008	Continuous Improvement Model	100
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, the School Improvement Zone and District's Pacing Guides.	Administrative Team, Mathematics Department Chairperson, Mathematics teachers	8/20/2007	6/11/2008	Continuous Improvement Model	1408.4
Provide accommodations as instructed on IEP for all SWD incorporated in inclusion model using alternative strategies in mathematics.	SPed Chair, Math Teachers, Assistant Principals	8/20/07	6/11/08	Inclusion of SWD	0
Utilize technology based instruction such as FCAT Explorer, and RiverDeep, as well as other Zone and district approved programs to conduct progress monitoring assessments.	Math Teachers, Curriculum Support Specialist, Assistant Principal	8/20/07	6/11/08	Education Innovation	0



School Improvement Plan 2007-2008



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 supplemental program for sixth, 7th and 8th 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 2008 FCAT Mathematics Test. Bi-weekly and monthly benchmark tests, School Improvement Zone as well as the District Interim Assessments will provide formative data, which will be used to monitor progress toward the objective.

Writing Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

Improve the eighth grade Writing Performance of all students.

Needs Assessment

Results of the 2007 FCAT Writing test indicated that 78 percent of the eighth grade students tested scored a 3.5 or higher, while 57 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 22 percent of students in order for them to meet high standards. Further analysis reveals that students achieved a mean score of 3.7 in expository writing and 4.0 in persuasive. This indicates that a vast majority of students met high standards with an average combined score of 3.8.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input 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"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by 83 percent of the students scoring at or above Achievement Level 3 as evidenced by scores on the 2008 administration of the FCAT Writing +.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	11/9/2007	2/8/2008	Other/ Not Applicable	0
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	8/20/2007	6/11/2008	Continuous Improvement Model	0
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	8/20/2007	6/11/2008	Academic Enrichment Opportunities	0
Provide timed writing scenarios that will simulate the FCAT Writing + 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	8/20/2007	6/11/2008	Continuous Improvement Model	0
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	8/20/2007	6/11/2008	Academic Enrichment Opportunities	0
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	8/20/2007	6/11/2008	Other/ Not Applicable	0
Administer school wide monthly School Improvement Zone 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	8/20/2007	6/11/2008	Continuous Improvement Model	1000
Utilize Learning Express to assist with the scoring and disaggregation of the progress tests data.	Administrative Team, Magnet Lead Teacher, Language Arts Department Chairperson, all Language Arts teachers	09/29/2007	4/18/2008	Continuous Improvement Model	17500
Ensure that all IEP accommodations are being utilized and provide additional strategies in writing for SWD students to assist with visualization of writing.	Reading Coaches, SPED Chair, Assistant Principals	8/20/07	6/11/08	Inclusion of SWD	0

Research-Based Programs

Language Arts teachers, both SPED and Regular Education, will provide instruction using Writer's Choice and the state adopted McDougal-Littell Language of Literature textbook series.



School Improvement Plan 2007-2008



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, School Improvement Zone and Regional Center personnel, and the Curriculum Support Specialist assigned by the District.

Evaluation

This objective will be evaluated with scores on the 2008 FCAT Writing +. Monthly, School Improvement Zone and District Interim Assessments will be used to monitor progress towards meeting the objective.

Science Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Science Statement

Increase Science performance of all students.

Needs Assessment

Results of the 2007 FCAT Science test reflected that twenty (20) percent of eighth grade students met the state required mastery level. Upon closer analysis of the data, it was determined that Scientific Thinking, Life/ Environmental were the strongest areas with six Mean points earned (matched the District average), also matching the District average is Physical and Chemical, with five Mean points earned. Earth/Space was our students' weakest area with six Mean points earned. This years 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 45 percent reaching the state required mastery level as documented by scores of the 2008 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	8/20/2007	6/11/2008	Academic Enrichment Opportunities	0
Administer pretests/posttests, bi-weekly, School Improvement Zone Interim, District Interim 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	8/20/2007	6/11/2008	Continuous Improvement Model	0
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	8/20/2007	6/11/2008	Academic Enrichment Opportunities	0
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	8/20/2007	6/11/2008	Academic Enrichment Opportunities	0
Utilize CRISS strategies in Science instruction in order to provide effective, research-based instructional strategies.	Administrative Team, Science Department Chairperson, all Science teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Utilize the School Improvement Zone and District recommended Pacing Guides and develop/implement school-site Curriculum Guides (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, 2008.	Administrative Team, Science Department Chairperson, all Science teachers	8/20/2007	6/11/2008	Continuous Improvement Model	0
Conduct staff professional development workshops in order to promote the teaching of science process skills.	Administrative Team Science Department Chairperson All Science Teachers	10/3/2007	6/11/2008	Continuous Improvement Model	200
Increase annual Science/Youth Fair Project through participation in the South Florida Science and Engineering Fair, as well as increased levels of parent involvement	Administrative Team, Science Department, all Science Teachers	8/20/2007	6/11/2008	Academic Enrichment Opportunities	
Provide additional strategies and accommodations for SWD students in science classes according to the student's IEP.	Sped Chair, V.E. Teachers, Science Teachers, Assistant Principals	8/20/07	6/20/08	Inclusion of SWD	0

Research-Based Programs

Students will be given instruction, remediation and intervention using technology and direct instruction through the Glencoe Science textbook series, as well as AMSCO Grade 8 Science workbook.

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, School Improvement Zone and Regional Center II personnel, as well as the Curriculum Support Specialist assigned by the District.

Evaluation



School Improvement Plan 2007-2008



Scores on the 2008 FCAT Science Test will evaluate this objective.

Bi-weekly, monthly, School Improvement Zone and District Interim Assessments will provide formative data, which will be used to monitor the progress towards the objective.

Parental Involvement Goal

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

Florida Education Priorities

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

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

Parental Involvement 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 2006-2007 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 school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 to 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	8/20/2007	6/11/2008	Continuous Improvement Model	0
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	9/11/2007	6/11/2008	Improve Public Perception	0
Maintain an active PTSA and encourage parental participation in other decision-making activities.	Administrative Team, Community Involvement Specialist, and the PTSA Executive Board	9/11/2007	6/11/2008	Improve Public Perception	0
Utilize the Community Involvement Specialist to communicate with parents through home visits, workshops, and other related activities.	Administrative Team, Community Involvement Specialist	8/20/2007	6/11/2008	Improve Public Perception	0
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	8/20/2007	6/11/2008	Improve Public Perception	0
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	8/20/2007	6/11/2008	Improve Public Perception	0
Schedule conferences collaboratively with parents in order to support/promote improved student performance.	Administrative Team, Reading Coaches, and appropriate Department Chairpersons and teachers	8/20/2007	6/11/2008	Improve Public Perception	0
Maintain consistent communication between the home and school through Connect-Ed, student report cards, interim progress reports, letters, flyers, school newsletters, web pages, conferences, and home visits.	Administrative Team, Community Involvement Specialist, Social Worker, and all teachers	8/20/2007	6/11/2008	Improve Public Perception	0
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	8/20/2007	6/11/2008	Parental Choice Options	300

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



School Improvement Plan 2007-2008



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

Discipline & Safety Goal

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

Florida Education Priorities

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

Discipline & Safety Statement

Parkway Middle School will provide a safe and disciplined environment for all students and will promote programs and practices that will facilitate this type of environment where high expectations and student achievement drive school wide instruction.

Needs Assessment

Results of the 2006-2007 Student Case Management System and the COGNOS reporting system indicate that 184 students were placed on outdoor suspension. Quarterly reports will be generated to monitor and provide feedback for the number of outdoor suspensions and indoor suspensions. Based on the District Strategic Plan, there is a direct correlation between student attendance and suspensions which emphatically impacts student achievement. Therefore, there is a need to decrease the number of students missing instructional time through alternative disciplinary actions.

Measurable Objective

Given the implementation of the Positive Behavioral Support program, the number of incidences of Outdoor Suspension will be decreased by 20 percent, from 184 incidents in 2006-2007 to 157 in 2007-2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Devote some class time to the modeling and/or teaching of appropriate social interaction skills.	Administrative Team, Guidance Counselors, BMT, SED Clinician	8/27/2007	6/11/2008	Exchange Meaningful Information	0
Provide staff with on-going training in effective classroom management as needed.	Administrative Team, Instructional Staff, Leadership Team	8/20/2007	6/11/2008	Continuous Improvement Model	0
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	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide students with incentives for positive behavior on a quarterly basis through team meetings and grade level assemblies	Administrative Team, Instructional and Support Staff	8/20/2007	6/11/2008	Academic Enrichment Opportunities	0
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	8/28/2007	6/11/2007	Other/ Not Applicable	500
Provide students the opportunities to participate in anger management counseling for the purpose of addressing and evaluating strategies to reduce the number of suspensions as needed on an on-going basis.	Counselors, Trust Counselors, Assistant Principals	8/28/2007	6/11/2008	Truancy Prevention	0
Conduct monthly discipline and safety meetings to monitor and modify discipline plan as needed.	Administrative Team, Intervention Team	9/4/2007	6/11/2008	Safe and High-quality Facilities	0
Identify students who were placed on indoor/outdoor suspensions and provide additional counseling sessions upon completion of suspensions when students return to class.	Counselors, Trust Counselor, Assistant Principal, Teachers	8/27/2007	6/11/2008	Truancy Prevention	0
Analyze data from COGNOS on a weekly basis.	Administrative Team, Counselors	8/27/2007	6/11/2008	Safe and High-quality Facilities	0

Research-Based Programs

Parkway Middle Community School is in its third 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, 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, SPED Suspension Report, and PBS generated reports (SWIS).

Technology Goal

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

Florida Education Priorities

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"/>

Technology Statement

The school will integrate technology in all curricular areas.

Needs Assessment

School site surveys indicate a need for additional and further teacher training and development on the use of technology in the classrooms. Additional teacher and staff mentoring will occur in order to assist with individual technology needs. The opportunity for students in the classroom to participate in a broader use of technology will occur by utilizing the various computer labs and Media Center.

Measurable Objective

Given an emphasis on the use of technology in education, faculty and students will increase their use of technology in the classrooms as evidenced by classroom observations, daily lesson plans, and use of computer labs. Additional reports will be generated to track increased use of technology through FCAT Explorer, Accelerated Reader (AR), Media Center Circulation Reports, Excelsior Electronic Gradebook, Reading Plus Reports, and Read 180 Reports.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	8/27/2007	6/11/2008	Education Innovation	0
Develop, implement, and monitor a rotating schedule for classes to work in the computer lab.	Administrative Team, Department Chairpersons, and teachers	8/27/2007	6/11/2008	Education Innovation	0
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	8/27/2007	6/11/2008	Education Innovation	0
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	8/20/2007	6/11/2008	Education Innovation	1000
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	Other/ Not Applicable	7225

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

Through daily classroom visits, observations, and lesson plans, teachers will incorporate the use of technology in their classrooms. Logs from the Media Center and Computer Labs will indicate the utilization of technology in classroom instruction. District's Electronic Gradebook will be utilized in the school to record student grades and attendance. Reports will be generated from technology based programs to monitor student achievement.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

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"/>

Health & Physical Fitness Statement

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

Needs Assessment

Data from the 2006 FITNESSGRAM Test indicated that only 15 percent of the 156 students tested met the minimum health-related standards and qualified as either Gold or Silver award winners. Upon further disaggregation of the data, 38 students received Gold Fitness Awards, while 17 students received the Silver Fitness Award.

Measurable Objective

Parkway Middle Community School will promote the overall health and physical fitness of students. The school will align its physical fitness program with the National Standards for Physical Education.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer a pretest 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	8/27/2007	6/11/2008	Continuous Improvement Model	0
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	8/20/2007	6/11/2008	Continuous Improvement Model	0
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)	10/09/2007	11/17/2008	Continuous Improvement Model	0
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	8/27/2007	6/11/2008	Student Wellness	0
Provide students with information on healthy eating and nutrition.	Administrative Team Physical Education Teacher Health Education Teacher	8/20/2007	6/11/2008	Healthcare & Healthy Choices	200
Encourage parents to become more involved in the health and physical fitness of their children via parent workshops to occur once a semester.	Administrative Team, Physical Education Teacher, Community Involvement Specialist	8/27/2007	6/11/2008	Student Wellness	0
Provide opportunities for students to participate in extra curricular activities within the local community to promote physical wellness and fitness.	Principal, Assistant	08/20/2007	06/11/2008	Student Wellness	0
Continue to promote and provide before and after-school opportunities for students to exercise on school campus on a daily basis through intermural sports and activities.	Principal, Coaches,	08/20/2007	06/05/2008	Student Wellness	0

Research-Based Programs

FITNESSGRAM Test
 Presidential Physical Fitness Challenge
 MDCPS Food and Nutrition Services
 Health Textbook

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 2007-2008 FITNESSGRAM will be used to evaluate this objective. Pretests and progress tests will be administered to monitor the progress towards meeting this objective. In addition, teacher generated informal and formal assessments will be used to evaluate this objective. In addition, provide in-service opportunities for students, staff, and parents to learn about current information pertaining to health, nutrition, personal fitness and wellness.

Electives & Special Areas Goal

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

Florida Education Priorities

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

Electives & Special Areas 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 2007-2008 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 2007-2008 school year as a result of student participation in the After School All-Stars program.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Poll all teachers in order to determine additional special interest classes that they would be willing to teach.	Administrative Team	10/01/2007	10/28/2007	Other/ Not Applicable	0
Provide professional development to teachers in order to increase their overall ability to teach the new special interest classes.	Administrative Team	7/31/2007	6/11/2008	Education Innovation	0
Include high-interest enrichment activities during the After School All Stars program.	Administrative Team, After School All Stars staff,	8/20/2007	6/11/2008	Student Wellness	3927
Provide enrichment opportunities in electives and special areas for students who score at or above FCAT Level 3 in Reading and/or Mathematics.	Principal, Assistant	08/20/2007	06/11/2008	Academic Enrichment Opportunities	0

Research-Based Programs

Not Applicable

Professional Development

Professional Development activities will be provided on an on-going 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.

Return On Investment Goal

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

Florida Education Priorities

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

Return On Investment 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 2005, Parkway Middle Community School ranked at the 20th percentile on the State of Florida ROI index.

Measurable Objective

Parkway Middle School will improve its ranking on the State of Florida Return On Investment Index publication as evidenced by 1% increase when compared to the 2005-2006 Return of Investment of 20% for the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Consider shared use of facilities, partnering with community agencies.	Administrative Team	8/20/2007	6/11/2008	Improve Public Perception	0
Become more informed about the use of financial resources in relation to school programs.	Administrative Team, School Leadership Team	10/15/2007	6/20/2008	Other/ Not Applicable	0
Collaborate with the district on resource allocation.	Administrative Team, School Leadership Team	10/31/2007	6/11/2008	Succession Management	0
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	10/31/2007	6/11/2008	Succession Management	0
Collaborate with the District and Regional Center on resource allocation as needed.	Principal, Assistant Principal	08/20/2007	06/05/2008	Succession Management	0

Research-Based Programs

School Based Budget
No Child Left Behind Act

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. Professional development will also occur for all stakeholders to provide understanding of the school budget and how to best allocate and utilize resources for the students and school.

Evaluation

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

Other Goal

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

Florida Education Priorities

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

Other Statement

Needs Assessment

Measurable Objective

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
------------	---------------------	------------	----------	-----------	--------

Research-Based Programs

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

Professional Development

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

Evaluation

This objective will be evaluated upon review of the Teacher Use of Technology score on the StAR School Profile Report. Informal assessments will also be monitored on an ongoing basis through the 2007-2008 school year.

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 Improvement Plan 2007-2008



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
Reading	3335
Mathematics	3143.4
Writing	18500
Science	200
Parental Involvement	300
Discipline & Safety	500
Technology	8225
Health & Physical Fitness	200
Electives & Special Areas	3927
Return On Investment	0
Total	38330.4



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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