



# **Executive Summary**

**McNicol Middle School**

**Broward County Public Schools**

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## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

McNicol Middle School consists of approximately 800 students. The school's demographics consists of 72% African American, 19.4% Hispanic, 4.3% White, 2.49% Multiracial, and 1.4% Asian. The location of the school is in the heart of Hollywood, Florida. There are three feeder schools within our community: Lake Forest Elementary, Watkins Elementary, and Colbert Elementary. We are a Title I school in a predominately urban area. Ninety-three percent of our students participate in the free or reduced lunch program. We have 61 teachers with 98% classified as highly qualified. McNicol is the proud recipient of being recognized as a Five Star School. We are driven by a culture of high expectations as our vision is to create high school ready and college-bound students.

In a world as diverse as the one we live in, it is important that our diverse student population has the opportunity to learn and grow not only in academics but also in their understanding of the diverse community they are a part of. This is also reflected in our staff that works hard each day to support our students' growth.

Our faculty demographics speak to the beauty of diversity and the ideals of a community school.

Our faculty consists of 71 total members (including aides, support facilitators).

- Black/African American: 39 / 55%
- White/Caucasian: 24 / 34%
- Hispanic: 7 / 10%
- Indian: 1 / 1%
- Male: 21 / 38%
- Female: 50 / 70%
- Not Highly Qualified: 4 / 6%

As a neighborhood school we experience the benefits of community interest, support, and engagement by a bevy of local organizations and businesses. Their involvement and contributions has assisted in providing student incentives, and outside resources and information to parents and community members, as well as supported the building of a network system that the school can continue to grow with to enhance the great community we are so proud to be a part of.

However, there are some challenges we face as we work to cultivate involvement in parental information sessions and trainings, as well as extended learning opportunities outside of school hours. As a STEM and Magnet schools, a percentage of our students are not able to capitalize on afterschool or Saturday school opportunities as easily as many of our zoned/boundary students, due to the availability of school-provided transportation to these events. Therefore, working to ensure that these students are afforded comparable access to such supplemental learning during school time can be somewhat of an obstacle. Currently, we offer extended learning opportunities to allow additional learning opportunities, however, students' ability to consistently participate and benefit from this activity is heavily dependent on their timely arrival to school, whether their transportation be personally provided or via the Broward County Public Schools transportation system.

## School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

At McNicol we are "Striving for Excellence in Who We Are, What We Know, and What We Do"! Whether a part of our magnet program, or our mainstreamed classes, students at McNicol Middle School are preparing to become high school ready and college bound! Creating an atmosphere of 21st century teaching and learning is our goal. With a staff that is committed to excellence, a rigorous curriculum and inviting culture create for true 21st century students. Our mission speaks to us "providing a quality education that will meet the needs of all students in a safe learning environment" and such commitment supports our vision of "striving for excellence in preparing the high school ready, college-bound student".

Student learning is always the priority as we engage our students in rigorous activities and academic activities. As a Magnet institution, we take pride in the ability to offer specialized opportunities to those who demonstrate a thriving curiosity in fields of interest supported by our program. This advanced academic program is for students who might plan to continue their education in the fields of engineering, science, mathematics, architecture or technology.

McNicol Middle School Science and Pre-Engineering courses are designed as a complement to a rigorous academic program. Students in the McNicol Middle School Magnet programs will engage in hands-on, project-based learning that incorporates creativity, teamwork, and activities within 21st century classrooms.

Students in this program will take advanced science classes in grades 6, 7, and 8. Along with the science curriculum, students will be in advanced math, language arts, social studies, and reading.

The science electives have been designed to enhance the learning experience by offering a hands-on, project-based curriculum including:

Engineering (Paxton/Patterson Lab)

Alternative Energy & Bio-Engineering

Robotics (the foundation for this curriculum is based on FIRST Lego League)

C.A.P.E. (Career and Professional Education): students learn the Microsoft Suite and have the opportunity to complete a Microsoft Certification.

### REQUIREMENTS

For acceptance in the Science/Pre-Engineering Program, 5th grade students must have a score of 3 or higher in both their Reading and Mathematics FCAT.

To remain in the program:

- students must maintain a minimum GPA of 2.5
- students need to maintain a minimum of a "C" in their Magnet Theme Classes
- students are expected to maintain positive behavior as outlined in the student code of conduct

Through the International Affairs and Business program, students will study 3 years of a World Language (Spanish). Students can earn 2 high school credits for World Languages. Courses incorporate high school textbooks together with ancillary materials such as CD tutors, on-line textbooks and workbooks. Teachers have access to classroom computers and utilize the latest technologies through Promethean (smart board), e-reader tablets, iPads, and computer labs. Students have opportunities to enhance cultural exposure and education by participating in targeted field trips, such as Epcot Center (Disney World), Salvador Dali Museum (in St. Augustine, FL), restaurants, plays, concerts, and festivals.

Students in the IAB program take advanced classes in Math, Science, Language Arts, and Social Studies. Students may also be in an

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advanced Reading class, Computer Technology in one of our new computer labs learning computer skills, giving presentations, researching, word processing (typing skills, iMovie). A series of computer/IT classes from grades 6-8 will take students through curriculum to prepare them to pass an industry recognized Microsoft Certification. Some colleges accepting the Microsoft Certification for college credit, making this opportunity an even more exciting prospect for students. Students will also participate in the Broward School District World Languages Competition through art, media, games, and plays.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

McNicol Middle STEM and Magnet school is an institution that has maintained a "C" status, as determined by the Florida Department of Education. We will continue to further our school's Vision and Mission, as well as our District's Strategic Plan, while implementing, reflecting, and modifying (as necessary) our action steps to further student achievement. McNicol Middle has received the Magnet School of Distinction for the last two years, actively applied and have been awarded multiple grants from community focused organizations, such as STREASCAPE, Wellness in Schools, BEF etc.

We are working to increase the number of our students taking High School credit courses such as Geometry, Algebra and Spanish by infusing additional learning opportunities and support at the sixth-grade level. An additional area of focus for improvement, over the next three years, focuses on our desire to increase the growth and proficiency of students in Reading and Mathematics. Moreover, the Response to Intervention (RtI) process at McNicol will continue to be an area of focus in order to streamline the process to better serve the needs of our students who are below proficiency in math and reading. The school is currently using common formative assessments (CFAs), via web-based programming, to track and monitor student data. Teachers, administrators and coaches meet monthly to conduct data chats and modify instruction based on results. We will continue this process, however, using analysis of stakeholder feedback and data, we will modify our process to increase timeliness of data chats and working Professional Learning Communities (PLCs), which will allow students to self-assess their learning needs and become a more active participant in their growth.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

McNicol Middle implemented a School-Wide Positive Behavior plan, which was introduced during the first weeks of school to all teachers and then to students. Interventions and action plans were then communicated with parents/guardians to ensure a collaborative team effort to generate positive results. Assistant Principals, Specialists, Coaches, and Department Chairs hold different roles and are responsible for assisting with implementation of RtI and monitoring expectations with fidelity. Instructional Coaches are responsible for developing, guiding, and evaluating core content and instructional foci implementation. They will also be instrumental in designing and implementing progress monitoring, assessments, data collection, data analysis, and data chats as well as professional development needs.

Unity for Teens is our current extended day learning program. Twelve additional instructional hours are added each week. It is strongly academic-based, but also consists of an enrichment component that addresses life skills and the social needs of our students through enrichment activities. McNicol is in the process of organizing additional extended learning opportunities that will take place after school and also on Saturdays. These programs will target students who are near proficiency, those who demonstrated proficiency, but did not achieve the required level on the FSA, and finally, groups of students who qualify for enrichment through added rigor, based on their consistent high levels of performance.