

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Miami Palmetto Senior High School (7431)

Feeder Pattern - Miami Palmetto Senior

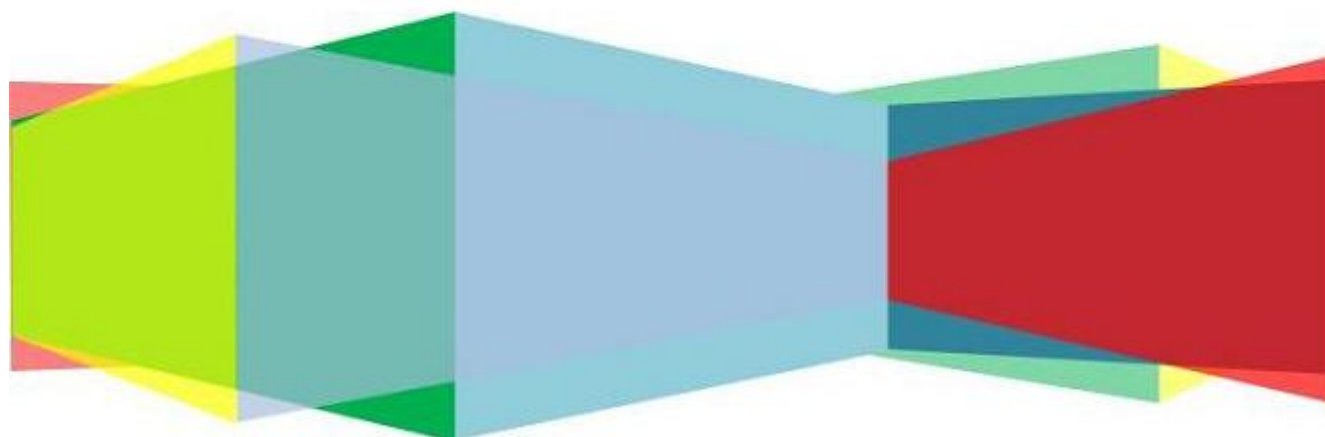
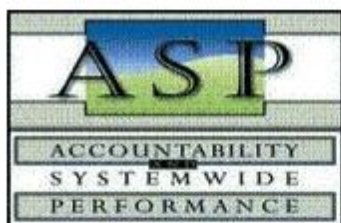
Regional Center V

District 13 - Miami-Dade

Principal - Howard Weiner

Adult/Vocational Principal - Edward Gehret

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Miami Palmetto Senior High School is a nationally recognized high school located on twenty-three acres in the Village of Pinecrest in southeastern Miami-Dade County. Like South Florida itself, Palmetto has changed a great deal in many respects since it was built in 1958. The school is extremely proud of the strong support it receives through parent and community involvement. Because Miami Palmetto Senior High serves a diverse community, both culturally and socio-economically, stakeholders continually strive to adapt to the needs of the customers it serves. Forty-one percent of our students are White non-Hispanic, 18% Black non-Hispanic, 34% Hispanic, and 7% Asian/Other. Currently there are 3,288 students enrolled, of which 20% receives free or reduced lunch. Four hundred twenty-five students have been identified as scoring at a Level 1, and 429 students scored a Level 2 in reading on the Spring 2007 FCAT. The total number of Level 1 and 2 in reading represents 26% of the student population. Reading scores for students attaining proficiency in these subgroups at the ninth grade level are as follows: 40% African American, 46% SWD, ELL (not reported), and 37% Economically Disadvantaged. Reading scores of proficiency for these subgroups at the tenth grade level are: Fifty-nine percent African American, 60% SWD, ELL (not reported), and 59% Economically Disadvantaged. In mathematics, 247 students scored at a Level 1 and 355 scored at a Level 2 on the Spring FCAT. These numbers represent all students in grade levels nine through ten. The total students scoring Level 1 and Level 2 in mathematics represents 18% of the population. Students represented in No Child Left Behind (NCLB) subgroups in attaining proficiency in mathematics in grade nine are as follows: Thirty-two percent African American students, 35% Students with Disabilities (SWD), 68% English Language Learners (ELL), and 28% Economically Disadvantaged. Subgroups for tenth grade students attaining proficiency in mathematics are: 33% African American, 33% SWD, 60% ELL, and 33% Economically Disadvantaged. Miami Palmetto Senior is fortunate to retain highly qualified teachers by providing ongoing opportunities for professional growth and ongoing collegial dialogue through a Leadership/Subcommittee model established as part of the Southern Association of Colleges and Schools (SACS) process. The School Staff Leadership Satisfaction Climate Survey is used to identify areas of strengths and weaknesses. There are currently 165 teachers on staff, thirteen are first year teachers who have been identified and assigned mentors as part of the Beginning Teachers Program. Student attendance data reviewed for the 2006-2007 school year reflect an increase of one percentage increase to the overall attendance average of 94%. This increase is represented by the school's commitment to keeping students in school and increasing parent participation in achieving this goal. For the 2005-2006 school year Miami Palmetto Senior had a graduation rate of 79%, promotion/retention and graduation rates for 2007 are currently being analyzed. Feeder pattern schools (Southwood and Palmetto Middle's) data is reviewed to proactively identify areas of need for future student success. The school also utilizes the articulation process with both feeder pattern middle schools to ensure adequate preparation of incoming students and to provide an opportunity for professional dialogue. Miami Palmetto Senior is best known for its outstanding Advanced Placement (AP) program which offers a wide variety of classes that support students' needs and interests. Palmetto was ranked 82 in Newsweek's 2007 Top 100 High Schools in the Nation. Though the school's wide recognition for its rigorous academic achievements has been noted, more focus is needed to better prepare students to participate in the AP program. This is being achieved through offering pre-AP courses for students who not only excel academically but have been identified as having AP potential. It is the hope that through this method, Palmetto can increase the number of students in underrepresented groups by exposing them to the academic demands of the AP program.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 9 and 10 will increase to 58% on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, African American students meeting high standards in grades 9 and 10 will increase to 58% on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students meeting high standards in grades 9 and 10 will increase to 58% on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities students meeting high standards in grades 9 and 10 will increase to 58% on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of students scoring at Level 3 and above in grades 9 and 10 will increase by 5 percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, African American students will improve their mathematics skills as evidenced by 62% scoring at Level 3 and above on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their mathematics skills as evidenced by 62% scoring at Level 3 and above on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities students will improve their mathematics skills as evidenced by 62% scoring at Level 3 and above on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the sunshine State Standards, students in grade 10 will demonstrate their skill proficiency in writing, as evidenced by 90% or more of students meeting high standards on the 2008 FCAT Writing+.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade 11 will increase by 10 percentage points on the 2008 FCAT Science Test as compared to the 2007 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 years.

Given emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

Given emphasis on lost instructional time, student attendance will improve as evidenced by a 2% increase in the attendance rate during the 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on the use of technology in education, all students will augment their usage of the FCAT Explorer Program as evidence by a 10% increase during the 2007-2008 school year as compared with the 2006-2007 school year.

Given emphasis on the use of technology, instructional staff will receive professional development on SPI, and electronic gradebook during the 2007-2008 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in the personal fitness elective classes will improve their fitness skills as evidenced by 50% of students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

Given emphasis on the benefits of learning a second language, the number of students participating in a foreign language course will increase by 5 percentage points during the 2007-2008 school year as compared to the 2006-2007 school year.

Miami Palmetto Senior High Schools Return On Investment (ROI) percentile ranking will increase by at least 1 percentage point.

Given direction with respect to the importance of attaining high school diploma, the graduation rate will increase by 2% for the 2006-2007 school year as compared to the 2005-2006 school year.

The 2005-2006 Organizational Performance Improvement Snapshot (OPIS) results of were reviewed. Results from the 2006-2007 will be reviewed upon availability. Although results in all areas of the OPIS were positive, there are two areas targeted for improvement: Strategic Planning and Business Results. Both of these areas received the lowest scores (4.0). In terms of Business Management, 84 staff members believe they know how well their work location is doing financially, however, 78 neither agree nor disagree and 53 feel that they do not know how their work location is doing financially. Many of the responses in this category were among the highest in the entire survey, especially with respect to high standards, ethics, excellence, obeying laws and regulations and job satisfaction. In terms of Process Management, all stakeholders agree that they have effective processes for doing work; however, 23 staff members feel they have inadequate resources to do their jobs, with 29 expressing no opinion in this area. One hundred and seventy-eight of the 215 respondents agree that they collect data to drive instruction and 184 feel that they have control over their work processes, but there are a considerable number that neither agree nor disagree with these items. Overall, the items that were rated the lowest addressed the category of effective utilization of employee talents, removal of bureaucratic obstacles and knowledge of financial information. To address the opportunities for improvement the school has increased its focus on improving communication with staff members by utilizing e-mail as well a written notification of concerns and events. The more knowledge staff members have about the inner workings of an organization, the more trusting they will be.



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.

7431 - MIAMI PALMETTO SENIOR HIGH SCHOOL

VISION

VIS PER SCIENTIAM
Strength through Knowledge

MISSION

We challenge our students to achieve and demonstrate excellence, integrity, and responsibility.

CORE VALUES

Honesty
Cooperation
Integrity
Kindness
Fairness
Responsibility
Respect
Citizenship
Pursuit of Excellence

School Demographics

Palmetto offers a challenging academic program, while providing rigorous coursework for all academic abilities. Currently there are 3,288 students enrolled at the school. Palmetto serves a diverse community, both culturally and socio-economically. Forty-one percent of our students are White non-Hispanic, 18% Black non-Hispanic, 34% Hispanic, and 7% Asian/other. The number of White non-Hispanic students has steadily declined, down 10% since 1999, while the number of Hispanic students continues to rise. A review of last year's, and current data on demographics shows little change in the rates except for a decline in the population of Black non-Hispanic by 1%, and an increase of that percentage point in the Asian/other categories.

Population growth, trends in real estate, rapid land development, and a hurricane have all contributed to the school's different face. Although the residential property value in Pinecrest is extremely high, only 32% of the students live inside these affluent boundaries. Currently, Palmetto students come from both urban and suburban areas. Many Palmetto students come from areas such as Palmetto Bay, West Perrine, and Dixie West (part of Kendall). Twenty percent of our students receive free and reduced lunch. The campus currently has ten portables to accommodate student population.

This year we have 165 instructional staff members of which 4 are part-time instructors. Sixty-eight percent of our instructional staff are females and 32% are male. The ethnic breakdown is as follows: Sixty percent White non-Hispanic, 11% Black non-Hispanic, 19% Hispanic, and 10% Asian/other. Ninety-two percent of teachers are veterans, with the average number of teaching years at 15, and 8% are beginning teachers. Ten percent of teachers have a Ph.D. or Specialist Degree, 43% have a Masters Degree, and the remaining 49% have a Bachelors Degree. The Leadership Team is comprised of administrators, teachers, parents and student representative, our philosophy is by engaging all stakeholders in the academic structure of the school greater support is achieved. The school has five highly qualified administrators with vast experience in working with low-performing students. The Principal has over eighteen years experience in teaching and administration. The previous school in which he served as Principal raised it's school grade from a "D" to "C" and worked extensively to create an intervention program in mathematics that enabled 65% of it's lower 25% to make learning gains. The school's Designee experience encompasses not only the field of educational leadership, but his teaching experience was in physical education and later coaching of numerous athletic teams. He is currently serving his fifth year as assistant principal and is responsible for the mathematics, science and social studies departments. Our second designee hails from a background of special education where she worked as a behavior management teacher, department chairperson and later program specialist of a high school. Her responsibilities at this school are the SPED and ELL programs, as well as the English and reading departments.

The school's third designee has experience in the subject area of social studies where he taught at an International Baccalaureate program for nine years, he later became an administrative assistant. During that tenure the school's accountability grade went from a letter grade of "D" to a "C". As assistant principal at Miami Palmetto Senior he has worked extensively with low performing students in the areas of behavior and attendance. Our newest assistant principal has worked for the county for nine years. Her background consists of a degree in specific learning disabilities, where she taught at a high school in that capacity for three years. She later became the SPED department chairperson, followed by an appointment as administrative assistant. Her focus on working with the lower quartile of students consisted of behavior modification for students sent to her with discipline problems, but also coordinating and supervising the extended learning programs offered at the school.

One area that remains consistent is Palmetto's record for being the flagship of the District in terms of student performance. Palmetto's students invariably score higher on both state and national assessments than any other comprehensive (non-magnet) high school in Miami-Dade County. The school's overall class size average is 24.5. Honors courses are offered in all academic subject areas, and 26 Advanced Placement (AP) courses are offered. In May 2007, 2,429 AP tests were administered to 1073 students with 62% attaining a score of 3 or better. Despite national recognition for advanced academics, Palmetto remains committed to accepting the governor's challenge to further raise academic achievement and assist the students who have not yet met standards. English Language Learners comprise only 2% of our population, relatively small in comparison to other schools. Academic Excellence Programs (AEP) are not part of the school's program.

Students in the Special Education (SPED) program comprise 13% of our school population with a class size average of 16. Several indicators demonstrate that our Students with Disabilities (SWD) consistently meet the challenges of high standards as well:

- For the 2005-2006 school year, Palmetto's SWD students had a 69% graduation rate; Note the calculations for 2006-2007 are ongoing.
- Palmetto currently has a 48% inclusion rate;
- Thirty-five percent of these students passed the reading portion of the 10th grade FCAT on their first attempt, and 49% passed the mathematics portion.
- In addition 15% of our SWD students take at least one honors or AP course.

Students participating in the gifted program comprise 26% of the total population and participate in both the Direct Instruction and District's Consultative Instructional Model.

Some significant accomplishments that are most indicative of our school success include the following:

- Based on the criteria set by the Florida Department of Education, Palmetto earned the grade of "A": five out of seven consecutive years (2000-2007).
- June 2007 Newsweek, Palmetto ranked number 82 in the article "100 Top Public Schools – And What We Can Learn from Them."



School Improvement Plan

2007-2008



- Palmetto has been invited to make presentation at numerous local, state, and national conferences for SACS and College Board.
- Twelve teachers are Nationally Board certified in a variety of subject areas.
- The school was recognized as the most outstanding student led blood drive in all of Miami-Dade County Schools for the past five years.
- Palmetto has a yearly winner in the Presidential Scholars competition, a prestigious award given by the U.S. Department of Education, and based upon performance on the SAT and ACT.

- The school's Envirothon team earned first place in District competition and 2nd Place in State competition. One student was recognized as the MVP of the Envirothon team.
- Science competition teams in the Science Bowl won First place Regional, and 4th Place at National competition.
- The school has been recognized by the Fairchild Challenge as one of the top 22 high schools, students won 1st place in Power of Plants Performance, and 5 honorable mentions.
- Four students were recognized as the top 10% of science students in the nation as part of the South Florida Science Olympiad.
- Palmetto attained the highest passing rate of Hispanics nationally in AP Environmental Science for 2007.
- Palmetto attained the highest passing rate of Hispanics nationally in AP History for 2007.
- The school placed 3rd in regional competition of the National Ocean Science Bowl.
- Three students placed in the top 10% of the U.S. Physics Olympiad - One student served as a U.S. team member and placed in the top 30.
- In the U.S. National Chemistry Olympiad two students were recognized in the top 10% in South Florida.
- Dade/Community partners include Fairchild Tropical Gardens, Washington Mutual, Baptist Health System of South Florida, Outback Steakhouse, Williamson Cadillac, McDonalds, Coldstone, Miami Children's Hospital and Pinecrest Business Association, to name just a few. Our community liaison works tirelessly to build new and continued partnerships.

School Foundation

Leadership:

The results of the the 2005-2006 Organizational Performance Improvement Snapshot(OPIS) were reviewed. The school is awaiting the results from the 2006-2007 survey. According to results from OPIS survey dated September 2006, the staff's perceptions of the school's leadership are extremely positive (4.4 out of a possible 5). At Miami Palmetto Senior High School, the secret to its success is that school leadership is shared among all stakeholders.

As part of the daily operation of the building, the staff examines instructional and organizational practices explicitly, publicly, and collectively. Palmetto perceives questioning, seeking data, reflection, subsequent action, and evaluation as the steps necessary to improve performance. The OPIS item which scored the highest (4.6 out of 5) addresses the staff's awareness of the school's mission. This is because the entire school community has worked collaboratively to discover who it really serves, its beliefs, what it wants for students, and how to best achieve designated goals.

District Strategic Planning Alignment:

As evidenced by the OPIS, Miami Palmetto Senior High School's faculty and staff firmly believe that their input in the planning process is regularly solicited and highly valued. One hundred eighty-four out of 229 respondents indicated that they either strongly agree or agree that the organization asks for input in future plans. When it comes to issues that impact school improvement, the Palmetto family has a direct line both to and from the principal through various formal and informal structures: department chair meetings, leadership team and interdisciplinary subcommittees, student and parent subcommittees, vertical teams, Educational Excellence School Advisory Council (EESAC), Parent Teacher Student Associate (PTSA), Student Council, and Inter-Club Council (ICC).

Stakeholder Engagement:

Miami Palmetto Senior High School has always experienced a large percentage of overall parent and student involvement. The PTSA and EESAC meetings, as well as numerous school-sponsored functions are extremely well attended. The open-door policy of the principal encourages all who wish to share feedback on the daily operations of the school to do so. Staff responses to the OPIS survey reflect a strong agreement that they are allowed to make decisions to solve classroom problems and that "customers" they serve are forthright with their requests (4.2).

Faculty & Staff:

Staff members at Miami Palmetto Senior High School have spent much time dialoging, collaborating, and working on consensus-building with one another, sometimes as departments, but primarily in heterogeneous subcommittees. Stakeholders are extremely proud of how faculty, staff, students, and parents have come together to work towards a common good, the school's improvement.

Because Palmetto has traditionally employed a veteran staff, a large number of recent retirements have led to hiring many beginning teachers. Our induction program for beginning teachers has made a huge difference for our neophytes and veterans alike. Beginning teachers and their mentors meet monthly to receive professional development and to follow guidelines established by the District's beginning teacher program. Palmetto also partners with the University of Miami and FIU to host interns completing their associate teaching. This relationship enables the school to recruit new teachers, while also providing the mentor teachers with the opportunity for professional development through the participating Universities.

Data/Information/Knowledge Management:



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The school uses and has trained the staff to depend on analyzing multiple data to drive important decisions. Ongoing discussions are held with teachers regarding the implications of the SPI data and how to modify instruction accordingly. District-initiated assessment data are reviewed and compared with SPI data and class-based assessments. Edusoft training has been provided to teachers who are required to administer Interim Assessments so that they will be able to better analyze the data.

Student performance data (FCAT, PSAT, AP, SAT, ACT, district and site-authored tests, etc.), grades through Principal Viewer, surveys, and disciplinary problems are reviewed teachers and administrative staff. Attendance data for staff, as well as students, are monitored daily. School-wide attendance and behavior plans have continue and as a result have increased the amount of counseling, parent involvement, and other intervention strategies, while decreasing lost instructional time. All stakeholders are involved in identifying the school's many strengths, opportunities for improvement, and plans for reaching our school-wide goals.

Education Design:

Palmetto's Leadership Team includes representatives from different departments to offer a variety of expertise and perspectives, and all have received formal School Improvement Process training through the Southern Association of Colleges and Schools (SACS). The Leadership Team members facilitate subcommittees comprised of a heterogeneous mix of teachers, administrators, and office staff, which convene during planning periods or after school. Not only is student achievement data addressed regularly in these meetings, but research-based practices are read, discussed, and modeled. This subcommittee structure has been invaluable in the execution of our continuous self-study, and is instrumental in the implementation and evaluation of our Action Plan.

Performance Results:

In addition to student performance as measured by test scores, numerous other data were analyzed in the execution of this process.

The 2006-2007 Adequate Yearly Progress (AYP) Report indicates Miami Palmetto had a 2 percentage point decrease in the graduation rate down from 81% to 79% for the 2005-2006 school year. The school's graduation rate exceeds the District average of 63%. Our percentage of Economically Disadvantaged students has steadily increased; twenty percent of Palmetto students currently receive free/reduced lunch.

In 2006-2007 our senior class was offered 7.6 million in scholarship money. Based on the involvement survey conducted during the second semester of 2006-2007, 1611 out of 2746 students that responded to the survey are involved in a school organization, with a racial diversity that closely mirrors that of our overall population. This number represents 46% of the total student population. Approximately 25% of our student population participates in the school's athletic program.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :

Schools Offering Primarily Grades 6 through 12

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

<input type="checkbox"/>	Different Innovative Approaches to Instruction
<input checked="" type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input checked="" type="checkbox"/>	Small Learning Communities (SLC)
<input 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 type="checkbox"/>	Parental Access and Support
<input type="checkbox"/>	Applied and Integrated Courses
<input type="checkbox"/>	Academic and Career Planning

- all teachers will receive professional development on CRISS strategies to assist in further developing their teaching of reading skills during mini-sessions provided as a working lunch throughout the year. Subcommittee meetings will emphasize the teaching of reading as outlined in the SACS plan
- Extended learning programs will provide opportunities for students to improve academic weaknesses through personalized instruction.
- Through the implementation of Secondary School Reform (SSR), students will be able to explore and pursue areas of interest through academy programs.
- Upon reviewing data of student performance, classes are created to meet student achievement needs.

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 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 type="checkbox"/>

Reading Statement

Reading performance at Miami Palmetto Senior High School will improve in order to meet state and federal requirements.

Needs Assessment

An assessment of the 2007 FCAT Reading data reveals that 52% of tenth grade students attained a passing score, 49% are reading at or above proficiency level. The data also reveals that 54% of ninth graders attained a passing score, 54% are reading at or above proficiency level. However, the 10th grade data suggest that the AYP subgroups did not demonstrate proficiency in reading as reflected by the following pass rates: Twenty percent of African American students, 26% Economically Disadvantaged, no data available Limited English Proficiency (ELL), and 30% of Students with Disabilities (SWD). Reading scores reflected for these subgroups at the ninth grade level are as follows: 40% African American, 46% SWD, ELL (not reported), and 37% Economically Disadvantaged.

Based on the 2007 FCAT content cluster analysis, Reference/Research (56%), and Words/Phrases (67%) presents the greatest area of instructional need for improvement in 9th grade reading. The content cluster analysis also reveals that Words/Phrases (67%), and Main Idea/ Author's Purpose (69%) presents the greatest area of instructional need for improvement in 10th grade reading.

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

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 9 and 10 will increase to 58% on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, African American students meeting high standards in grades 9 and 10 will increase to 58% on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students meeting high standards in grades 9 and 10 will increase to 58% on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities students meeting high standards in grades 9 and 10 will increase to 58% on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Maintain reading libraries in all reading and English classrooms; additionally all reading classes will utilize a class set of high interest novels and/or nonfiction books each nine week period to supplement instruction.	Reading Coach	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize school site CRISS trainer to train new teachers and expand an interdisciplinary core of CRISS-trained teachers to use the five pre-selected research-based, effective reading/writing strategies.	V. Dobbs, CRISS Trainer	8/20/2007	6/5/2008	Other/ Not Applicable	0
Continue to follow the NSSE's School Improvement Model and examine significant FCAT/NCLB/SPI reading data with relevant stakeholder groups, and use this data to drive differentiated instruction in English, reading, ELL, and SPED classes.	V. Dobbs, SACS Chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize technology-based supplemental materials such as Accelerated Reader, FCAT Explorer, and Skills Tutor and review reports.	Reading Coach	8/20/2007	6/5/2008	Other/ Not Applicable	0
Model reading intervention strategies for the content area teachers school-wide through in-service training.	Reading Coach	8/20/2007	6/5/2008	Other/ Not Applicable	0
Continue reading instruction through FCAT Saturday Academy for 11th and 12th grade FCAT re-takers. Administer a post-test to determine whether instructional needs were met.	English Department Chairperson, Reading Coach, Professional Development Coordinator	8/20/2007	6/5/2008	Other/ Not Applicable	5000
Ensure the compliance of the Comprehensive Researched-Based Reading Plan.	Principal, V. Dobbs, English Department Chairperson, Reading Coach, Literacy Leadership Team	8/20/2007	6/5/2008	Other/ Not Applicable	0
Continue to share best practices at department meetings to improve the level of instruction in regular classes and identify students with the potential to succeed in more advanced classes (Level 3 or higher), and encourage them to enroll in more challenging courses for the 2008-2009 school year. Create special English classes to prepare students with AP potential to succeed in AP English classes.	APC, English Department Chairperson, Reading Coach	8/20/2007	6/5/2008	Other/ Not Applicable	0

<p>Enroll all Level 1 students with an FCAT score less than 225 in Intensive Reading Plus. The Intensive Reading two-hour block provides contiguous language arts and reading instruction utilizing the Read 180 curriculum.</p> <p>Enroll all Level 1 students with FCAT scores ranging from 200-287 in Intensive Reading classes. Place a greater emphasis on the instruction of words and phrases. These classes utilize researched-based materials as listed in the CRRP (Comprehensive Research-based Reading Plan).</p> <p>Enroll all Level 2 students with FCAT scores ranging from 287-324 in homogeneous grouped language arts classes implementing language arts materials and researched-based reading materials as stated in the CRRP. This will be monitored through the use of benchmark assessments.</p>	APC, Reading Coach and SPED Chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	0
Promote and utilize the Accelerated Reader/STAR program to increase independent reading of students scoring at Levels 1 and 2.	V. Dobbs, Reading Coach, Media Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	0
Monitor student progress through ongoing Interim Assessments using Edusoft to analyze data to monitor student progress and modify instruction to include emphasis on reference and research for 9th grade and words and phrases for 10th.	Reading Coach, English Department Chairperson, Testing Chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide and monitor reading tutoring before, and after school with reading and language arts teachers	Reading Coach, English Department Chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	
Create 9th and 10th grade Pre-AP language arts classes to prepare students with AP potential to succeed in AP Language and Literature classes.	V. Dobbs, English Department Chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	
Enroll all Level 1 and Level 2 students with FCAT scores ranging from 225-299 in Intensive Reading classes and utilize research-based materials as listed in the CRRP.	V. Dobbs, Reading Coach	8/20/2007	6/5/2008	Other/ Not Applicable	
Enroll all 10th grade Level 2 students with FCAT scores ranging from 300-317 in homogeneously grouped language arts classes, implementing language arts materials and research-based reading materials as stated in the CRRP. This will be monitored through the use of benchmark assessments.	V. Dobbs, Reading Coach, English Department Chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	
Train language arts and reading teachers in Edusoft so that they can monitor student's progress on specific benchmarks.	V. Dobbs, Professional Development Coordinator, Reading Coach	8/20/2007	6/5/2008	Other/ Not Applicable	
Provide a summer "Reading Retreat" for all reading teachers to review the CRRP, to review decoding, vocabulary, and fluency strategies, to design curriculum based on school-wide and individual student data, and to develop a behavior modification-based reward system.	Reading Coach	8/01/2007	9/30/2007	Other/ Not Applicable	2000
Order weekly academic magazines such as Scope, Read, Weekly Reader, and U.S. News and World Report for all reading classes.	Reading Coach	8/20/2007	6/5/2008	Other/ Not Applicable	
Order biweekly delivery of The Miami Herald for all 9th and 10th grade language arts classes.	Reading Coach	8/20/2007	6/5/2008	Other/ Not Applicable	
Continue the use of the "Mark it Up" bookmarks, which serve as a schoolwide annotation guide.	English Department Chairperson, Reading Coach	8/20/2007	6/5/2008	Other/ Not Applicable	500
Provide two hour blocks of after school FCAT tutoring for all grade levels on a regularly scheduled basis.	Reading Coach, FCAT Coordinator	8/20/2007	6/5/2008	Other/ Not Applicable	10000
Use of bimonthly timed readers to increase fluency and support the administration of the three FORF assessments in Intensive Plus, Intensive Reading, and homogeneously grouped language arts classes.	Reading Coach	8/20/2007	6/5/2008	Other/ Not Applicable	
Mentor ELL students to assist in assimilation to academic school requirements	Reading Coach, ESOL Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	

Research-Based Programs



School Improvement Plan

2007-2008



Palmetto's school-wide approach to teaching reading follows the national model NCLB: Improving Student Reading in Upper Grades and the State's Comprehensive Researched-Based Reading Plan (CRRP). To meet these requirements, the school has implemented the following:

- Use Read 180 program in the Intensive Reading Plus classes.
- Use of the state-adopted Great Source Readers and Source Books Intensive Reading Classes, including SWD.
- Use of the following state-adopted textbooks aligned with state and national standards: Holt, Rhinehart & Winston, Glencoe/McGraw Hill, and McDougal Littell in language arts classes.
- Use the Accelerated Reader/STAR Program: by Renaissance Learning, to increase students' independent reading skills.

Professional Development

District professional development opportunities will be offered to all teachers. These professional development opportunities will be facilitated by the Reading Coach and the Professional Development Coordinator:

- CRISS training and follow-up training
- Student Performance Indicators (SPI) training
- FCAT basics and updates through "Save the World and Conquer the FCAT" workshop
- Vocabulary building for struggling readers

Evaluation

The 2008 FCAT Reading Assessment will indicate the percentage of students scoring at the proficient level. For benchmarking purposes:

- District Interim Assessments
- The Florida Oral Reading Fluency Test
- Publisher/Textbook Assessments
- School-site Benchmark Assessments
- Tutoring Logs

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

Miami-Dade County Public Schools

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

Mathematics Statement

Mathematics performance at Miami Palmetto Senior High School will improve in order to meet state and federal requirements.

Needs Assessment

Analysis of the 2007 FCAT Mathematics assessment data indicates that 78% of ninth and tenth grade students met high standards, and 73% made learning gains. However, study of data disaggregated by sub-group reveals areas in need of improvement. Palmettos White, Hispanic, Asian, and ELL students all met state guidelines with respect to the percentages scoring at or above grade level in mathematics; African American, SWD, and Economically Disadvantaged subgroups did not meet AYP guidelines. Special interventions targeting identified students will be utilized to help students improve their achievement.

Among the ninth grade students, all mathematics strands are above 50%, with geometry being the weakest at 54%. This trend is expected since many 9th grade students are in Algebra 1 classes, and have never taken geometry. Among tenth grade students, 3 out of 5 mathematics strands are at or above 50% with geometry and data analysis below this figure. The weakest area was in geometry at 42% which indicates that these skills need to receive greater instructional focus.

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 based on the Sunshine State Standards, the number of students scoring at Level 3 and above in grades 9 and 10 will increase by 5 percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, African American students will improve their mathematics skills as evidenced by 62% scoring at Level 3 and above on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their mathematics skills as evidenced by 62% scoring at Level 3 and above on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities students will improve their mathematics skills as evidenced by 62% scoring at Level 3 and above on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize honor students in an after-school tutoring program that will emphasize the inclusion of minority students.	Mu Alpha Theta (Math Honor Society), Club Sponsor	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize statistical analysis of the FCAT results available through Student Performance Indicators to identify strengths and weaknesses of individual students.	C. Bales, Math Department Chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	0
Continue the practice of scheduling SPED students in general education classrooms.	V. Dobbs, SPED Department Chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide after school tutoring for Students with Disabilities (SWD) with an SPED Mathematics teacher to provide specialized instruction.	SPED Department Chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide peer tutors (mathematics mentors) to students comprising the lowest performing on the 2007 FCAT Mathematics, with particular focus on students who did not meet AYP in targeted subgroups identified by "No Child Left Behind."	All Math Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Schedule entering Level 1 ninth grade students into a two-hour block of Algebra 1 to provide extra support in algebraic thinking.	C. Bales, Math Department Chairperson, Student Services Chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	0
Simulate FCAT-type questions on tests and homework to establish familiarity and acquire skills with the SSS tested benchmarks in math. Place greater emphasis on geometry instruction and algebraic thinking as part of preparation for FCAT.	All Math Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide 11th and 12th grade FCAT mathematics re-takers with tutoring through the Saturday FCAT Academy	FCAT Coordinator, Mathematics Department Chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	5000
Mentor students in ELL program to assimilate to academic requirements	Math Department Chairperson, ESOL Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	

Research-Based Programs

To ensure Miami Palmetto students are receiving the tools they will need for success in math:

- Best Practices Mathematics (PSEA)
- Illuminating NCTM's Principles and Standards for School Mathematics
- Glencoe Geometry
- Prentice Hall Algebra 1 and Algebra 2

Professional Development



School Improvement Plan 2007-2008



All mathematics teachers will be trained in using:

- 1) Student Performance Indicators (SPI), NCLB, PSAT, and AP data to better meet students' needs.
- 2) Sharing of best practices through district professional development opportunities, SACS subcommittees, and professional organizations
- 3) FCAT training

Evaluation

2008 Florida Comprehensive Assessment Test Mathematics Assessment reports will indicate the percentage of ninth and tenth grade students scoring at Level 3 or above in Math. For benchmarking purposes the District's Interim Mathematics Assessments will be utilized.

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 type="checkbox"/>

Miami-Dade County Public Schools

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

Writing Statement

Writing performance at Miami Palmetto Senior High School will improve in order to meet state and federal requirements.

Needs Assessment

The 2007 FCAT Writing+ data reveal a 1% increase in Combined Writing (both Expository and Persuasive) for those students scoring at or above 3.5. The data also suggest that our teachers' strategies to increase persuasive writing scores on the FCAT Writing + is effective, evidenced by the 4% gain of students scoring 3.5 or above, and the 6% gain of students scoring at 4.0 or above. While teachers worked diligently on persuasive writing, the expository writing scores decreased. Student scoring 3.5 or above decreased by 5% and students scoring 4.0 or above decreased by 8%.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the sunshine State Standards, students in grade 10 will demonstrate their skill proficiency in writing, as evidenced by 90% or more of students meeting high standards on the 2008 FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue to follow the NSSE's School Improvement Model and examine significant FCAT/NCLB writing data with all the stakeholder groups.	V. Dobbs, SACS Chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	0
Require students to write a formal writing assignment on a weekly basis and provide students with a Writing Log Record Sheet on which students record portfolio entry dates, types of writing, and methods of assessment.	English Department Chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	0
Create ninth and tenth grade Pre-AP classes for students with Advanced Placement potential. Students will practice writing essays in response to Document-Based Questions (DBQs).	English Department Chairperson/Student Services	8/20/2007	6/5/2008	Other/ Not Applicable	0
Train all content area teachers to use Students Performance Indicators (SPI) to identify strengths and weaknesses in individual students, and use this data to drive instruction.	V. Dobbs, SACS Chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize the District's sample anchor papers from the 2007-2008 FCAT Writes+.	V. Dobbs, English Department Chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize graphic organizers, such as listing, Venn diagrams, mapping, and clustering, to encourage students to clearly arrange their thoughts before beginning to write.	English Department Chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	0
Train teachers in Write Traits to be used in English classes to expand students' writing skills.	English Department Chairperson, English Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide writing tutor after school by language arts teachers.	English Department Chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	
Pre/post-test to familiarize students with the scoring rubric and to demonstrate strength and weaknesses of student writing.	English Department Chairperson, English Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	
Continue Writing Coach's classroom visits to model writing lessons for content area teachers.	English Department Chairperson, Writing Coach	8/20/2007	6/5/2008	Other/ Not Applicable	
Continue development of a school writing manual for 9th and 10th grade teachers.	8/20/2007	6/5/2008		Other/ Not Applicable	

Research-Based Programs

All teachers use the following state-adopted textbooks and supplementary materials aligned with state and national standards:

- Holt Rinehart & Winston
- Glencoe/McGraw Hill
- McDougal Littell.

Professional Development

Continue:

- Sharing of best practices through department meetings and SACS sucommittee meetings
- Pursue training for English teachers in Spandel's Six Traits of Writing
- Continue sending teachers to any writing related District, Regional and in-house workshops

Evaluation



School Improvement Plan 2007-2008



The 2007 FCAT Writing Assessment will indicate the percentage of tenth grade students scoring at or above a Level 3.5 in writing.

For benchmarking purposes:

- District's pre and post FCAT practice writing prompts
- Practice FCAT Writes multiple choice writing tests to be administered in the fall and spring

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 type="checkbox"/>

Miami-Dade County Public Schools

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

Science Statement

All students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of science.

Needs Assessment

Results of the 2007 eleventh grade Science FCAT indicate a mean score of 319. This is 3 points higher than the result of the 2006 Science FCAT. Achievement levels were set for this exam and 52% of our students met this goal (a score of 324 or Level 3 or above). Once again, the data reveal that Miami Palmetto High School has the highest mean score of any comprehensive high school in Miami Dade County and our scores are above both the state and district average.

Analysis of the data reveals that students scored the best in Earth/Space Science (66.7%) and Life and Environmental Sciences (58.3%) clusters. This represents an increase of 12 percentage points in the area of Earth/Space Science, and a 2 percentage point decline in the area of Life and Environmental Sciences. The Physical/Chemical Science cluster remained the same as compared to the 2006 results. However, this cluster showed improvement as compared to the 2006 results from the feeder pattern middle schools. Students in AYP subgroups that did not achieve at least 50% at Level 3 or higher, included African American students (22%), Hispanic students (44%), Economically Disadvantaged (21%) and Students with Disabilities (10%).

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade 11 will increase by 10 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement classroom activities including, but not limited to, science process skills, laboratory activities (including open ended labs), cooperative learning groups, problem solving and high order (critical) thinking skills.	Science Department Chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	0
Incorporate science-based reading and writing activities in all science courses.	Science Department Chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide teachers with the science FCAT assessment data from the 2007 administration.	C. Bales, Science Department Chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	0
Incorporate technology (LCD projectors) into delivered lessons utilizing powerpoint presentations, virtual labs, on-line assignments, and video clips provided with the newly adopted textbooks.	C. Bales, Science Department Chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	20000
Develop and administer a pre/post test that is aligned to the Sunshine State Standards	C. Bales, Science Department Chairperson, Science Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize planning sessions for Biology, Earth/space physical science, and Chemistry teachers to share best practices and plan activities using research based texts and supplemental materials that incorporate science skills.	C. Bales, Science Department Chairperson, Science Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Plan and implement options associated with the Fairchild Challenge, a competitive, multidisciplinary, environmental educational outreach program.	Art, Debate, Language Arts, Performing Arts, Biology and Environmental Science, and Web Design Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Assign an SPED teacher to provide in-class support to Students with Disabilities in Physical Science and Biology classes.	C. Bales, SPED Department Chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	0
Incorporate science instruction into the FCAT tutoring program.	C. Bales, FCAT Coordinator, Science Department Chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	
Administer and Review student progress on District Science Interim Assessments.	Science Department Chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	

Research-Based Programs

The science department relies on the National Academy of Science's Science Education Program Standards as the benchmark for high quality instruction in this field.

- Earth/Space Science and Biology utilize Prentice Hall's textbook series
- Support Facilitation Inclusion Model is recognized by the Council for Exceptional Children.

Professional Development



School Improvement Plan 2007-2008



Teacher training will consist of

- Use of Student Performance Indicators (SPI) database
- CRISS Training
- Curriculum mapping
- Teachers will be provided opportunities to attend local, state, and national science related conferences and seminars to enhance their understanding of national science trends.

Evaluation

For benchmarking purposes:

- 2007 FCAT Science Assessment
- Student grades on labs, and school site pre/post tests
- Examview, State adopted textbook test generator

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

Parental Involvement Statement

When families become involved in their children’s education, students, schools, and communities, all benefit because strong home-school partnerships help all stakeholders focus on the real issue of high student achievement.

Needs Assessment

PTSA membership increased from 765 in the fall of 2005-2006, to 1019 at the end of last school year. This represents a 33% increase in enrollment. We are currently undergoing the enrollment period for 2007-2008. Research demonstrates the importance of the connection between family involvement, communication with the school, and student achievement. Therefore, it is important to continue to increase PTSA membership to strengthen the current level of parental involvement. The communication between the school and parents has increased through the use of ConnetctEd telecommunication service. Last year over 40 community outreach calls were placed advising parents not only of student absences, but the many events happening at our school. The mailing of the monthly PTSA newsletter, the electronic message board, and school sponsored information nights all serve to increase the connection between school and home.

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 years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue to use a parent subcommittee to discuss pertinent issues related to school performance excellence, as part of the SACS School Improvement model.	Principal, Leadership Team, SACS Chairperson, Parent Subcommittee	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide specific informational opportunities and workshops for parents about FCAT, "Night of Teen Experts" Curriculum Fair, Senior/Junior parent night and other school related topics, during evening hours.	Principal, Assistant Principals, Department Chairpersons, Counselors, TRUST counselor, FCAT Coordinator, and Activities Director	8/20/2007	6/5/2008	Other/ Not Applicable	0
Expand and promote the Parent Resource center in the Media Center by increasing it's promotion through the PTSA newsletter and flyers.	CAP counselor, Media Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide all stakeholders with Student Code of Conduct, agenda books, and distribute discipline procedures through the monthly PTSA newsletter.	Principal, Assistant Principals	8/20/2007	6/5/2008	Other/ Not Applicable	70000
Increase parent communication through the school website, e-mail notices PTSA newsletter, ConnectEd, and Gradeviewer.	PTSA board members, school web master	8/20/2007	6/5/2008	Other/ Not Applicable	0
Promote PTSA membership at night-time activities and sports events.	PTSA Board Members, Principal, Assistant Principal, Activities Director, Athletic Director	8/20/2007	6/5/2008	Other/ Not Applicable	0
Promote school to home communication by the Principal providing a school update at monthly PTSA meetings.	PTSA, Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

- "100 Ways for Parents to be Involved in their Child's Education," based on National Standards for Family/Parent Involvement Programs

Professional Development

Members of PTSA and EESAC will research and disseminate information and promote discussions relating to school climate and structures to support parent involvement.

Evaluation

PTSA membership data and attendance at school events for the current school year as compared to previous years will be analyzed. Since this issue was emphatically raised by EESAC and PTSA, feedback from these meetings will also be recorded to measure progress in the area of communication.

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 checked="" type="checkbox"/>

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

Discipline & Safety Statement

All members of the faculty, staff, and student body are responsible for maintaining a safe, clean environment, conducive to teaching and learning.

Needs Assessment

According to our most recent climate survey 77% of the staff, 76% of the students and 68% of the parents report feeling their child is safe at this school. An average daily attendance rate of 94.15 represented a small increase for the 2006-2007 school year, as compared to 93.11% for the 2005-2006 school year. Absenteeism continues to be a serious challenge, and Palmetto is committed to increasing its attendance rate.

Ongoing analyses of the suspension data reveal that the yearly average outdoor suspension rates remain consistent with the previous school year, except for slight fluctuations of quarterly rates. Since the implementation of behavior contracts during the 2005-2006 school year overall student behavior has improved slightly, and students are gaining more instructional time as a result. According to the NSSE's Survey of Goals for Student Learning, the issue of personal and social responsibility remains a priority for improvement, especially with respect to demonstrating an understanding of responsibility for global and environmental issues, as well as students acting as responsible citizens in the community.

Measurable Objective

Given emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

Given emphasis on lost instructional time, student attendance will improve as evidenced by a 2% increase in the attendance rate during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide information about school discipline policies to all students at grade level orientations.	Principal, Assistant Principals	8/20/2007	10/01/2007	Other/ Not Applicable	0
Train "Eight Habits of the Heart" students to work with ninth grade world history and English classes to reinforce school values and community responsibility.	Activities Director, Principal, Career Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	0
Promote and advertise the identification badge program as an essential part of school safety.	Principal, Assistant Principals	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize the Parent Viewer feature of the electronic gradebook to automatically e-mail parents when their children's grades and/or attendance become unsatisfactory.	Principal, Assistant Principal, Gradebook Manager	8/20/2007	6/5/2008	Other/ Not Applicable	0
Continue to use alternatives to suspension to allow for instructional continuity.	Principal, Assistant Principals	8/20/2007	6/5/2008	Other/ Not Applicable	0
Review, revise, and distribute the current discipline policies, and apply consequences consistently and monitor Cognos reports.	Principal, Assistant Principals	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement the teaching of workplace ethics into all Career Pathways elective classes.	Principal, Career Specialist, Career Pathways Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Continue to utilize the Honor Council which was established to enforce the school's honor code.	Principal, Honor Council President	8/20/2007	6/5/2008	Other/ Not Applicable	0
Review workplace ethics, discipline procedures and strategies with new instructional staff and offer support through regular new teacher meetings/department meetings/subcommittee meetings, as well as, through individualized assistance.	Principal, Assistant Principals, Professional Development Coordinator, and Department Chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	0
Promote and advertise the zero tolerance of use of electronic devices on campus during the school day as an essential part of school safety.	Principal, Assistant Principals, Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	

Research-Based Programs

Core values materials from:

- Building Community Institute program using The Eight Habits of the Heart, specifically designed for student leadership development.

Professional Development

Provide in-service training for:

- Train Eight Habits of the Heart students about leadership development and provide preparation for teaching ninth grade students about school values and the community.
- Train new instructional staff members to the building in workplace ethics and classroom management.

Evaluation



School Improvement Plan 2007-2008



For benchmarking purposes:

- Student Case Management report for 2007-2008
- Continue to monitor attendance rates, suspension record, SCSi, exclusion hall and Saturday school attendees
- Analyze results of the ninth grade school values survey
- Analyze the School Climate Survey

Technology Goal

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

Florida Education Priorities

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

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

Technology Statement

Technology applications that enhance learning will be effectively incorporated into all facets of the instructional program.

Needs Assessment

In recent years staff turnover has resulted in varying comfort levels in terms of technology. Oftentimes our professional development is so focused on training in instructional design to directly and immediately impact test scores that areas such as technology are neglected.

Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of the FCAT Explorer Program as evidence by a 10% increase during the 2007-2008 school year as compared with the 2006-2007 school year.

Given emphasis on the use of technology, instructional staff will receive professional development on SPI, and electronic gradebook during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide staff training in using electronic progress reports and failure notices, in addition to many of the specialized reports offered by Excelsior Pinnacle.	Principal , Gradebook Manager, Technology Team	8/20/2007	6/5/2008	Other/ Not Applicable	0
Train the staff to access their classes' Student Performance Indicators (SPI) data and use it to drive instruction.	Technology Team, Department Chairpersons	8/20/2007	6/5/2008	Other/ Not Applicable	0
Administer a technology survey to determine what specific technology training the staff feel would benefit them the most.	Principal, Technology Team	8/20/2007	6/5/2008	Other/ Not Applicable	0
Update the current technology plan after analyzing the technology survey.	Principal, Technology Team	8/20/2007	6/5/2008	Other/ Not Applicable	0
Present the purchase of new software to the Technology Team to ensure appropriate licensing and technology hardware requirements.	Principal, Technology Technicians, Technology Team	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide a brief training to parents on the use of the Parent Portal and Gradeviewer during a PTSA Meeting.	Principal, PTSA, Technology Technicians	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide staff training to teachers responsible for Interim Assessments on Edusoft.	Principal, Professional Development Coordinator	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

Professional development is needed in the following areas:
 Student Performance Indicators (SPI)
 Excelsior Gradebook
 Edusoft
 Email
 Incorporating technology into the classroom

Evaluation

- Sign-in rosters to monitor staff participation in technology trainings

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 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

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

Health & Physical Fitness Statement

The goal of the physical education program is to develop health-related fitness, physical competence, and cognitive understanding about the importance of regular physical activity and lifelong fitness for an overall healthy lifestyle for all students.

Needs Assessment

Based on the 2006-2007 FITNESSGRAM results, 100% of students enrolled in Physical Education were tested and 77% passed the basic fitness requirements. This represents a 2 percentage point increase from the previous year of students meeting basic fitness requirements. The FITNESSGRAM is used as a method to establish baseline and student progress in the area of physical fitness. This assists teachers with instructional planning in the areas of addressing raising student awareness about the benefits of good health, nutrition, and exercise. The school will also be launching a school-wide campaign to raise awareness of in these areas for students and staff members.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in the personal fitness elective classes will improve their fitness skills as evidenced by 50% of students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items.	Administration	8/20/2007	6/5/2008	Other/ Not Applicable	0
Administer a FITNESSGRAM pre-test to determine baseline measures.	PE Department Chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	0
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis.	PE Department Chairperson, PE teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Establish a school-wide recognition program for students who achieve high levels of performance on physical fitness activities.	PE Department Chairperson, Physical Education/Health teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Develop a physical education action plan to ensure input from the department to meet the fitness goals and objectives.	PE Department Chairperson, PE Department	8/20/2007	6/5/2008	Other/ Not Applicable	0
Explore and promote methods to increase school-wide awareness about health and physical fitness	Athletic Director, Physical Education Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	

Research-Based Programs

- Utilize the "FITNESSGRAM" program established in conjunction with Miami-Dade College Department of Physical Education and Health.
- National Standards for Physical Education

Professional Development

- Provide training for Physical Education/Health teachers in utilizing the FITNESSGRAM program.

Evaluation

- Analyze 2007-2008 FITNESSGRAM program results for tested students
- Summarize and report responses to school site Wellness Activities Survey

Electives & Special Areas Goal

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

Florida Education Priorities

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

Electives & Special Areas Statement

Collaboration with the extended school community will enhance the total educational experience.

Needs Assessment

The manner in which Palmetto has designed its co-curricular program has been thoughtful and deliberate, in that it is governed by the philosophy that teaching and learning extend beyond the classroom walls. Palmetto offers 248 electives courses, and 71 service clubs, interest clubs, and honor societies. Analysis of the membership rosters reveals that last year, 1,611 students participated in at least one co-curricular organization. Approximately 23% of the student population is involved in athletics; 45% of those are female and 55% are male. Our total student population is represented in our athletic program with 64% White, 19% African American, and 14% Hispanic participation.

Measurable Objective

Given emphasis on the benefits of learning a second language, the number of students participating in a foreign language course will increase by 5 percentage points during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Add extra and co-curricular component to Annual Curriculum Fair as part of the articulation process with feeder pattern middle school families.	Principal, Activities Director, Athletic Director, Student Services Chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	0
Plan articulation meetings with feeder pattern middle schools to promote electives programs.	Principal, Student Services Chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	0
Actively encourage students to participate in our extensive program through student-prepared public service announcements aired by the television production class.	Activities Director, Club Sponsors, Television Production Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Hold large group and class student orientations, club fairs for students and parents, and poster displays to increase participation in extra/co-curricular programs.	Activities Director, Club Sponsors, Club Officers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Assign student representatives to accompany their foreign language teachers to the middle schools to promote the importance of second language acquisition.	Foreign Languages Chairperson, German Teacher, Italian Teacher, Japanese Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Continue to provide a scholarship fund for economically disadvantaged students to defray costs that may be incurred through membership in any school-sponsored organization, and waive fees and dues as necessary in order to permit participation by all interested students.	Activities Director, School Treasurer	8/20/2007	6/5/2008	Other/ Not Applicable	1000
Analyze current student participation in extra and co-curricular activities by attendance rosters and formulate a needs assessment based on this information.	Activities Director, Principal, Leadership Team, Student Leadership Team	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

Students and faculty will receive training in presentation skills so as to maximize their persuasiveness and enthusiasm in behalf of their programs.

Evaluation

The number of students involved in extra-co-curricular activities for the 2006-2007 school year will be measured by membership rosters.

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

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

Return On Investment Statement

Miami Palmetto Senior High School will rank at or above the 90 percentile statewide in the ROI Index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004-2005, Miami Palmetto Senior High School ranked at the 97th percentile on the State of Florida ROI Index.

Measurable Objective

Miami Palmetto Senior High Schools Return On Investment (ROI) percentile ranking will increase by at least 1 percentage point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide training in budget and fiscal management to EESAC.	Principal, EESAC Chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	0
Collaborate with the district on resource allocation.	Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Become more informed about the use of financial resources in relation to school programs.	Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

Provide training for all stakeholders to help them better understand school budgets and fiscal management.

Evaluation

On the next State of Florida ROI index publication, Miami Palmetto Senior High School will maintain its ranking in the 90th percentile.

Graduation (High Schools Only) 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

Graduation (High Schools Only) Statement

The graduation rate will increase by at least 1% during the 2007-2008 school year as compared to the 2006-2007 school year.

Needs Assessment

The Graduate Exit Interview conducted by the Career Specialist at the end of each year shows that Palmetto students consistently have ambitious plans for the future. Graduation follow-up for 2007 is ongoing; however, 73.3% of graduating students for 2006 pursued post-high school graduation study through attendance at colleges and universities or through technical training. In addition, Palmetto continues to lead the district in the amount of scholarship monies offered to seniors. In 2007, scholarships awarded totaled 7.6 million dollars.

Longitudinal data indicate that Palmetto's graduation rate has declined in 2002-2003; it was 85%. Unfortunately, in 2005-2006 the graduation rate at Palmetto fell to 79%, indicating a 6 percentage point drop. This area continues to be a concern and a target for improvement.

Measurable Objective

Given direction with respect to the importance of attaining high school diploma, the graduation rate will increase by 2% for the 2006-2007 school year as compared to the 2005-2006 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue to interview and track students who exit high school.	Career Specialist	3/21/2008	6/5/2008	Other/ Not Applicable	0
Work with student services to provide students who are unsuccessful with the traditional high school model with alternative educational opportunities.	Principal, Assistant Principals, Student Services	8/20/2007	6/5/2008	Other/ Not Applicable	0
Continue close relationship with Adult Education/Community School to provide students with opportunities to make up credits or seek additional academic assistance during seventh period or evening classes.	Principal, Student Services	8/20/2007	6/5/2008	Other/ Not Applicable	0
Promote Florida Virtual Schools as another viable option for students who may be short of the credits needed for graduation.	Student Services department	8/20/2007	6/5/2008	Other/ Not Applicable	0
Continue the implementation of the Secondary School Reform program.	Principal, Career Specialist	1/8/2008	6/5/2008	Other/ Not Applicable	0
Establish community partnerships associated with career/academy theme.	Student Services Chairperson, Vocational Department Chairperson, Business Department Chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	0
Analyze graduation promotion/retention, and dropout rate statistics.	Principal, ESE Program Specialist, Student Services Department Chairperson, Leadership Team	8/20/2007	6/5/2008	Other/ Not Applicable	0
Notify parents of students whose academics and/or attendance has put their graduation status in jeopardy.	Student Services, Teachers of Seniors	8/20/2007	6/5/2008	Other/ Not Applicable	0
Designate a counselor to work with students identified at-risk.	Principal, Student Services Chairperson	8/20/2007	6/5/2008	Other/ Not Applicable	55000

Research-Based Programs

The Secondary School Reform (SSR) Framework is in Phase II:

- Beginning of the design of themed/career path based academies (grades ten through twelve)

Secondary reform research indicates that the creation of small learning communities in high schools will produce higher achievement levels, higher graduation and lower dropout rates.

Professional Development

Increasing enrollment in Career Pathways courses will require additional training for teachers.

Evaluation

The 2007-2008 graduation rate will indicate the number of students graduating and their future plans. For benchmarking purposes:

- Graduate Exit interviews will be analyzed in the spring

Other Goal

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

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

Other Statement

All students will make annual gains sufficient to acquire the knowledge, skills, and competencies needed to meet state standards to receive a high school diploma.

Needs Assessment

Measurable Objective

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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Research-Based Programs

Professional Development

Evaluation

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:

The EESAC recommends that funds be allocated for administering the PSAT to all ninth grade students to provide valuable data and to give students the opportunity to practice for another high stakes test. In addition, monies will be provided to purchase student agenda books for all students in order to develop organizational skills.

Training:

EESAC recognizes the need for staff development and will provide the funds for school-wide professional development to aid in the support of the SIP. After reviewing the school budget, EESAC recommends funding for instructional materials needed to support the SIP.

Instructional Materials:

EESAC recognizes the need for staff development and will provide the funds for school-wide professional development to aid in the support of the SIP. After reviewing the school budget, EESAC recommends funding for instructional materials needed to support the SIP.

Technology:

The EESAC recognizes the need for funds to support various technology-based improvements for instructional programs that will support the school's goals.

Staffing:

EESAC supports funding for implementing instructional programs to prepare students for the FCAT. EESAC recommends the use of school funds to support the FCAT Saturday Academy for students who need individual assistance in order to master the FCAT for graduation.

Student Support Services:

The EESAC and the PTSA work as partners to provide support services for the school. EESAC concurred with the Principal, counselors, and teachers recommendations regarding the placement of students in courses and support programs that are designed to assist students in mathematics, reading, and language arts.

Other Matters of Resource Allocation:

The EESAC is not only able to provide monetary resources to our school programs, but provides human resources as well. The member's dedication is evidenced by volunteering to spearhead numerous initiatives that frequently take more manpower than they do money. EESAC was fully apprised of the resources available to the school and allocation of funds to the principal.

Benchmarking:



School Improvement Plan 2007-2008



EESAC was involved in developing and was apprised of the SIP objectives and the strategies. It will revisit the SIP to assess its progress, determine strengths and seek opportunities for improvement.

School Safety & Discipline:

The EESAC was apprised of the district and school policies regarding student discipline and attendance. A school-wide mandatory ID badge, and electronic device program was implemented by the administration and was supported by the EESAC to ensure a safe and effective learning environment for all stakeholders.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	17500
Mathematics	5000
Writing	0
Science	20000
Parental Involvement	70000
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	1000
Return On Investment	0
Graduation (High Schools Only)	55000
Total	168500



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