
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 4221 - Palmetto Elementary School

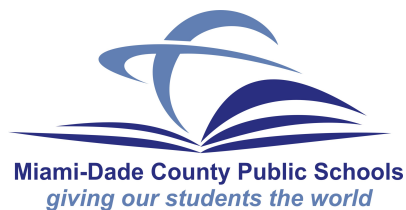
FeederPattern: Miami Palmetto Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Mirta Segredo

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Palmetto Elementary School

Palmetto Elementary School is located within the Village of Pinecrest, a growing suburban community of single family homes in southeastern Miami-Dade County. The school population also includes approximately 65 students from Richmond Heights, a satellite community of minority students. Palmetto Elementary has 675 students who are enrolled in pre-kindergarten through grade five. In addition to providing a standard curriculum, the following special programs are implemented: a Voluntary Pre-Kindergarten Program with a fee supported enrichment program, a pre-kindergarten for special education students, an innovative gifted center for kindergarten through grade three, an Academic Excellence program, and a Bertha Abess Children's Center for severely emotionally disturbed children. Our student population is 46 percent White non-Hispanic, 34 percent Hispanic, 14 percent Black, non-Hispanic, three percent Asian, and three percent Other. Twenty-two percent of Palmetto Elementary students qualify for free or reduced price lunch.

After careful analysis of student performance, school needs, and parental involvement, the Educational Excellence School Advisory Council (EESAC) and the staff identified the following objectives for the 2005-2006 school year:

Given instruction using the Sunshine State Standards, students in grades three through five will demonstrate improved reading skills as evidenced by 92 percent of students achieving Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will demonstrate improved performance in mathematics as evidenced by 88 percent of students achieving Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will demonstrate improved writing skills as evidenced by 88 percent of students scoring 4.0 or above on the 2006 FCAT Writing Plus Test as compared to the 2005 administration.

Given instruction using the Sunshine State Standards, students in grade five will demonstrate improved performance in science as evidenced by meeting or exceeding the district mean scale score on the 2006 administration of the FCAT Science Test.

Given an increased emphasis on developing programs designed to provide information relevant to the parents' needs, parental involvement will increase as evidenced by a three percent increase in the average number of parents attending PTA meetings throughout the 2005-2006 school year as compared with the 2004-2005 school year as documented by parent attendance sheets.

Given an increased emphasis on the importance of school attendance, the percentage of attendance for Palmetto Elementary School students will improve by .4 percentage points from the 2004-2005 school year to the 2005-06 school year as evidenced by the 2005-2006 Miami-Dade County Public Schools

Percentage of Attendance Report.

Given instruction aligned with the National Educational Technology Standards (NETS), 100 percent of students in grades two through five will demonstrate technology literacy by producing two or more student-generated products during the 2005-2006 school year as evidenced by teacher grade books.

Given an increased emphasis on the importance of physical fitness within the physical education curriculum, there will be a three percent increase in the number of students earning silver and gold medals on the 2006 FITNESSGRAM as compared to the 2005 FITNESSGRAM results.

Given an increased emphasis on the role music plays in various cultures, 80 percent of 4th and 5th grade students at Palmetto Elementary School will identify the cultural origin of at least five diverse types of musical selections as evidenced by the results of the music teachers' assessments.

Given an increased emphasis on factors impacting the Return on Investment (ROI) Index, Palmetto Elementary School will improve its ROI Percentile Rank from the 37th percentile in 2003 to the 50th percentile on the next publication of the index.

In order to achieve the above objectives and fulfill our school vision and mission, the EESAC analyzed data, targeted areas of strengths and weaknesses, and composed our School Improvement Plan. Stakeholder responses on the Organizational Performance Improvement Snapshot for Palmetto Elementary School revealed that the categories of process management and business results received the lowest average scores. Consequently, in addition to the objectives delineated above, an effort will be made to address stakeholder concerns within these two categories. All staff agreed to implement the goals and objectives of the plan and to monitor progress throughout the year.

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.

Palmetto Elementary School

VISION

The vision of Palmetto Elementary School is to create lifelong learners who consistently strive for excellence in our multicultural society.

MISSION

Palmetto Elementary School will provide an outstanding education within an effective learning environment that addresses the individual needs of all students, thereby developing lifelong learners who demonstrate pride, respect and excellence in all endeavors.

CORE VALUES

At Palmetto Elementary School, we hold the following beliefs as the stimulus for all endeavors undertaken by the school: We are dedicated to quality—quality of service, quality of relationships, and quality of communication. We believe that we should be, for all who are involved, a place of realized potential. We believe that our responsibilities are to our students, to our employees, to the community, and to the society that we serve.

School Demographics

Palmetto Elementary School is located within the Village of Pinecrest, a growing suburban community of single family homes in southeastern Miami-Dade County. The school population also includes approximately 65 students from Richmond Heights, a satellite community of minority students. Palmetto Elementary has 675 students who are enrolled in pre-kindergarten through grade five. Our student population is 46 percent White non-Hispanic, 34 percent Hispanic, 14 percent Black, non-Hispanic, three percent Asian, and three percent Other. Twenty-two percent of Palmetto Elementary students qualify for free or reduced price lunch. Of the 52 instructional staff members, 73 percent are White, 12 percent are Black, 15 percent are Hispanic, 12 percent are male, and 88 percent are female.

School Foundation

Leadership:

The leadership team at Palmetto Elementary School holds as its guiding principle the belief that a leader's role is to provide vision and direction for the school, and to facilitate the accomplishment of the school's vision and mission for all stakeholders. The leadership team assures that all staff members possess the skills, tools, and materials required to effectively and positively impact student achievement. School leaders establish an atmosphere of collaboration and professional growth through professional development activities, mentoring, coaching, and networking. A positive working environment is set by actively involving faculty and staff in the day-to-day operations of the school, and in the decision-making process via participation in the Educational Excellence School Advisory Council meetings, leadership team meetings, grade level meetings, department meetings, and faculty meetings. Results of the Organizational Performance Improvement Snapshot reveal that 83% of the responses to statements reflecting effective leadership were either "Agree" or "Strongly Agree".

District Strategic Planning Alignment:

Palmetto Elementary School's goals and objectives are aligned with the district's mission to provide high quality education and produce lifelong learners. These goals and objectives were developed after a careful analysis of student performance indicators, and student achievement trends. Faculty members are actively involved in data analysis throughout the school year, and in the development of the goals and objective included within the School Improvement Plan. Results of the Organizational Performance Improvement Snapshot reveal that 79% of the responses to statements reflecting effective strategic planning practices were either "Agree" or "Strongly Agree".

Stakeholder Engagement:

Stakeholder responses on the Organizational Performance Improvement Snapshot for Palmetto Elementary School reveal an average score of 4.21 on a zero to five scale in the categories surveyed, which included: leadership; strategic planning; customer and market focus; measurement, analysis and knowledge management; human resource focus; process management; and business results. Additionally, the results of the School Climate Survey reveal an overall satisfaction by all stakeholders in the areas of school safety, teacher response, teacher effectiveness and leadership.

Faculty & Staff:

Palmetto Elementary School has a highly qualified, experienced staff with minimal teacher turnover. Fifty-three percent of the faculty have advanced degrees, the average number of years of experience among the faculty is 16, and seven teachers have earned National Board Certification. Mentoring among faculty members is an established practice. Block scheduling provides common planning time for teachers within grade levels. The faculty collaborates collegially in an atmosphere of mutual respect. Mentoring and support is readily available from colleagues, our curriculum support specialist, and the administration. Professional Growth Teams assist teachers with new assignments, new to the school, or new to the profession. The Reading Coach assists all teachers in developing and implementing instructional strategies. Results of the Organizational Performance Improvement Snapshot reveal that 83% of the responses in the Human Resource Focus category were either "Agree" or "Strongly Agree".

Data/Information/Knowledge Management:

Palmetto Elementary School faculty members access the district's Student Performance Indicators and maintain current information regarding their students' performance in the areas of reading, mathematics and science. Particular emphasis is placed on content cluster results as a means of directing instruction. Analyses of student performance provided by the Progress Monitoring Reporting Network are utilized by teachers to develop instructional strategies designed to meet students' individual needs in the area of reading. Measurement, Analysis, and Knowledge Management was the highest ranked category on the Organizational Performance Improvement Snapshot with an average score of 4.4 on a zero to five scale. In this category, 93% of the responses were "Agree" or "Strongly Agree."

Education Design:

Palmetto Elementary School implements the Continuous Improvement Model, which involves a systemic approach to data analysis, development of instructional strategies, and monitoring student progress. Monthly grade level meetings are conducted to review student assessment data. Instructional strategies are designed to focus on student needs as determined through an analysis of pre-, post-, and formative assessments. Student progress is monitored through periodic assessments, and instructional strategies are revised as necessary.

A Before and After School Care Program is available for parents whose work hours extend beyond the school day. The program is staffed with Palmetto Elementary School teachers who readily assist students with home learning assignments, and provide additional instruction if necessary. An after school tutoring program provides intensive instruction for low performing students in grades two through five.

Hourly staff members are utilized to tutor small groups of students in the lowest 25% on a daily basis. An hourly teacher works collaboratively with classroom teachers in the instruction of students scoring at Achievement Level 1 and 2 on the FCAT in grades third through fifth, thereby reducing the student/teacher ratio.

Palmetto Elementary has made a special effort in identifying students of diverse cultures to be screened for eligibility in the gifted program. An Academic Excellence Program is implemented before school to augment the curriculum for high ability students. The Academic Excellence Broadcast Journalism curriculum component enhances the students' skills in mass communication, specifically television broadcast. This component engages students in the application of higher order thinking skills as they research and analyze school, community, national and global topics. Students are afforded the opportunity to explore their creative talents through a variety of group activities centered on creative self-expression. Staff development components have been customized to meet the curricular needs of the above-mentioned programs.

Performance Results:

Stakeholder responses on the Organizational Performance Improvement Snapshot for Palmetto Elementary School indicate that the overall effectiveness in improving student performance is quite evident in curriculum leadership and instructional support across academic disciplines resulting in a positive impact on student achievement and the promotion of lifelong learners. Student attendance percentages for Palmetto Elementary School students have consistently remained at 96 percent over the past three years.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Palmetto Elementary School students will make annual learning gains in reading.

Needs Assessment

An analysis of the 2005 FCAT Reading Test reveals that 78% of students in grades four and five demonstrated learning gains in reading, while 66% of the students in the lowest 25% demonstrated learning gains in reading. An analysis of the performance of the NCLB subgroups reveals an increase in the percent of Hispanic students and students with disabilities scoring at or above grade level, and a slight decrease in the percent of economically disadvantaged and African American students scoring at or above grade level in reading.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will demonstrate improved reading skills as evidenced by 92 percent of students achieving Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Continuous Improvement Model utilizing the Accelerated Reader and STAR Programs to measure students' progress.	Classroom Teachers	8/8/2005	05/24/2006
Implement the instructional strategies delineated in individual students' Academic Improvement Plans.	Classroom Teachers	8/8/2005	05/24/2006
Maintain and monitor tutorial programs in reading utilizing the Voyager Passport, Early Success or Soar to Success programs.	Administrators	10/3/2005	05/24/2006
Implement differentiated instructional strategies in large and small group settings.	Classroom Teachers	8/8/2005	05/24/2006
Organize and conduct school wide reading events that provide opportunities for community volunteers to read books to students.	Administrators Media Specialist	8/8/2005	05/24/2006
Provide a variety of reading materials in classroom libraries.	Classroom Teachers Media Specialist	8/8/2005	05/24/2006

Research-Based Programs

The Houghton Mifflin reading series will be implemented school wide.

Professional Development

1. Provide staff development in the area of brain research and differentiated instructional strategies to enable teachers to accommodate various learning styles.
2. Provide staff development on the district's assessment tools for reading.
3. Provide opportunities to attend reading workshops.
4. Encourage participation in Dade Reading Council activities.

Evaluation

This objective will be evaluated by scores on the 2006 FCAT Reading Test. Progress will be monitored quarterly with the results of the DIBELS administration.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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GOAL 2 STATEMENT:

Students at Palmetto Elementary School will make annual learning gains in mathematics.

Needs Assessment

Results of the 2005 FCAT Mathematics Test indicate that 87 percent of all students met high standards in mathematics, while 76 percent of students in grades four and five demonstrated learning gains in mathematics. Additionally, 42 percent of African American students, 49 percent of economically disadvantaged students, and 47 percent of students with disabilities in grades three through five demonstrated high standards in mathematics. These results indicate that the instructional needs of African American students, economically disadvantaged students, and students with disabilities should be addressed, and that alternative instructional strategies should be explored in order to ensure learning gains for all students.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will demonstrate improved performance in mathematics as evidenced by 88 percent of students achieving Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the Harcourt Brace chapter mathematics assessments to monitor students' progress and implement the Continuous Improvement Model.	Classroom Teachers	8/8/2005	05/24/2006
Provide small group mathematics instruction to FCAT Level 1 and 2 students to reinforce mathematical concepts.	Classroom Teachers	8/8/2005	05/24/2006
Develop comprehensive mathematical vocabulary through the use of a word wall, problem of the day, and other forms of reinforcement.	Classroom Teachers	8/8/2005	05/24/2006
Incorporate writing explanations of mathematical concepts and solutions for students using the Harcourt Brace Fast Track to FCAT Program.	Classroom Teachers	8/8/2005	05/24/2006
Provide students with performance-based activities incorporating the use of manipulatives, problem solving, critical thinking, communication and technology.	Classroom Teachers	8/8/2005	05/24/2006
Implement the instructional strategies delineated in individual students' Academic Improvement Plans.	Classroom Teachers	8/8/2005	05/24/2006

Research-Based Programs

The Harcourt Brace Mathematics Program will be implemented school wide.

Professional Development

1. Provide opportunities for teachers to attend workshops reinforcing instructional strategies in mathematics.
2. Provide opportunities for teachers to meet with colleagues to share information gathered at workshops.
3. Provide opportunities for teachers to attend Brain Research Workshops addressing techniques in differentiated instruction.

Evaluation

This objective will be evaluated by scores on the 2006 FCAT Mathematics Test. Textbook chapter tests will provide formative assessments which will be used to monitor the progress of this objective.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 3 STATEMENT:

Students in grade four at Palmetto Elementary School will demonstrate improved writing skills.

Needs Assessment

Results of the 2005 FCAT Writing Test indicate that 88 percent of fourth grade students at Palmetto Elementary School demonstrated high standards of performance in writing. Additionally, 87 percent of students scored 3.5 or above in expository writing, and 84 percent of students scored 3.5 or above in narrative writing. These results indicate the emphasis placed on expository writing instruction effectively reduced the gap between the scores on these two types of writing evident in the results of the 2004 FCAT Writing Test.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will demonstrate improved writing skills as evidenced by 88 percent of students scoring 4.0 or above on the 2006 FCAT Writing Plus Test as compared to the 2005 administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Continuous Improvement Model by analyzing student responses to prompts and developing appropriate instructional strategies to strengthen students' writing skills.	Classroom Teachers Administrators	8/8/2005	05/24/2006
Administer pre- and post- writing assessments in Grades 1 through 5.	Classroom Teachers	8/8/2005	05/24/2006
Provide students with opportunities to write for a variety of purposes.	Classroom Teachers	8/8/2005	05/24/2006
Continue to implement the Teach Me Writing Program in the primary grades.	Classroom Teachers	8/8/2005	05/24/2006
Develop key components of the writing process through the use of graphic organizers, rubrics, journaling, and original stories.	Classroom Teachers	8/8/2005	05/24/2006
Implement the instructional strategies delineated in individual students' Academic Improvement Plans.	Classroom Teachers	8/8/2005	05/24/2006

Research-Based Programs

The Houghton Mifflin Program will be implemented school wide.

Professional Development

1. Provide teachers with opportunities to attend writing workshops.
2. Provide teachers with opportunities to share strategies with colleagues across the grade levels.

Evaluation

This objective will be evaluated by scores on the 2006 FCAT Writing Plus Test. Pre-, post-tests, and regularly administered writing prompts will be utilized to monitor progress.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Students in grade five at Palmetto Elementary School will demonstrate improved performance in science.

Needs Assessment

Results of the 2005 FCAT Science Test indicate that students in grade five demonstrated improved performance in science as evidenced by a four point increase in the mean scale score on the 2005 administration as compared with the 2004 administration. Specifically, students in grade 5 are most successful with life and environmental science skills. Additional help in the area of scientific thinking is needed. Palmetto Elementary School students have consistently achieved a mean scale score on the FCAT Science Test that surpasses the mean scale score achieved by the state and the district.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will demonstrate improved performance in science as evidenced by meeting or exceeding the district mean scale score on the 2006 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Incorporate hands-on science activities and experiments for complex and abstract concepts to increase science content.	Classroom Teachers	8/8/2005	05/24/2006
Incorporate written explanations of science concepts through scientific thinking utilizing the Harcourt Science, Florida Reading First Through Science Activities and literature textbooks as a guide.	Classroom Teachers	8/8/2005	05/24/2006
Implement the Continuous Improvement Model to guide instruction utilizing the Harcourt Science Program chapter tests.	Classroom Teachers	08/08/2005	05/24/2006
Offer science-based periodical reading material including National Geographic for Kids, Ranger Rick, My Big Backyard, Weekly Reader, Arts and Science for Kids, Odyssey-Adventures in Science, Florida Wildlife, Science and Children and Kids Discover.	Classroom Teachers Media Specialist	8/8/2005	5/24/2006
Implement district-designed science scope and sequence, aligned to the Florida Sunshine State Standards (SSS)/Competency-Based Curriculum (CBC), to provide consistency and purpose within the delivery of content.	Classroom Teachers	8/8/2005	5/24/2006
Utilize appropriate vocabulary, graphic organizers, investigative logs and process skills practice to facilitate understanding and application of the scientific method.	Classroom Teachers	8/8/2005	5/24/2006

Research-Based Programs

The Harcourt Science Program will be implemented school wide.

Professional Development

1. Provide opportunity for teachers to attend Brain Research Workshops addressing techniques in differentiated instruction.
2. Provide opportunities for teachers to network and share successful instructional strategies and hands-on science activities at grade level meetings and faculty meetings.

Evaluation

This objective will be evaluated by scores on the 2006 FCAT Science Test. Textbook chapter tests will provide additional formative assessments that will be used to monitor the progress of this objective.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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GOAL 5 STATEMENT:

Parent attendance at PTA meetings at Palmetto Elementary School will increase.

Needs Assessment

Parental involvement is very strong at Palmetto Elementary. Despite the numerous hours that volunteers have performed, attendance at PTA meetings during the 2004-2005 school year indicate low parent turnout. A need exists to increase parent participation in PTA meetings designed to provide resources for parents regarding their role in enhancing their child's academic performance.

Measurable Objective

Given an increased emphasis on developing programs designed to provide information relevant to the parents' needs, parental involvement will increase as evidenced by a three percent increase in the average number of parents attending PTA meetings throughout the 2005-2006 school year as compared with the 2004-2005 school year as documented by parent attendance sheets.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Advertise PTA meetings on the school website.	Administrators Computer Specialist	8/8/2005	05/24/2006
Advertise PTA meetings in weekly bulletin.	Administrators	8/8/2005	05/24/2006
Administer a parent survey to determine the needs of the community pertaining to helping their children learn and address needs at PTA meetings.	Guidance Counselor Administrators	8/8/2005	05/24/2006
Offer parenting skills workshops.	Guidance Counselor	8/8/2005	5/24/2006
Offer childcare during PTA meetings.	After School Care Manager	8/8/2005	5/24/2006

Research-Based Programs

National Parent Teacher Association

Professional Development

1. Provide workshops conducted by teachers for parents to address ways to enhance students' writing skills.
2. Provide information on state and district testing at a parent workshop.
3. Provide a parent workshop regarding Palmetto's Co-Teaching Inclusion Model in third through fifth grade.
4. Provide an informational parent workshop on bullying prevention.

Evaluation

This objective will be evaluated by comparing attendance records from PTA meetings during the 2004-2005 school year with parent attendance records for the 2005-2006 school year.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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GOAL 6 STATEMENT:

Palmetto Elementary School will improve the attendance rate of students.

Needs Assessment

The Miami-Dade County Public Schools Percentage of Attendance Report reveals that the percentage of attendance for Palmetto Elementary School students for the 2004-2005 school year was 96.34 percent, while the percentage for the 2003-2004 school year was 96.78 percent. This slight decrease indicates a need for an increased emphasis on the importance of school attendance in the learning process.

Measurable Objective

Given an increased emphasis on the importance of school attendance, the percentage of attendance for Palmetto Elementary School students will improve by .4 percentage points from the 2004-2005 school year to the 2005-06 school year as evidenced by the 2005-2006 Miami-Dade County Public Schools Percentage of Attendance Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Solicit businesses to provide incentives for students with improved attendance.	Administrators	8/8/2005	05/24/2006
Utilize morning announcements to recognize classes with improved attendance rate.	Administrators Media Specialist	10/10/2005	05/24/2006
Establish a Truancy Child Study Team.	Administrators Counselor	10/3/2005	05/24/2006
Monitor the Truancy Report with Absences and Suspensions Between 10-999, Product Number T0525P14-01.	Administrators Counselor	8/8/2005	05/24/2006
Identify best practices to implement the Truancy Intervention Plan.	Administrators Teachers	8/8/2005	05/24/2006
Implement and monitor a school wide attendance incentive program.	Teachers	10/10/2005	5/24/2006
Maintain accurate attendance and tardy records.	Teachers Attendance Clerk	8/8/2005	5/24/2006

Research-Based Programs

1991 & 1993 Grand Jury Studies
 Correlation between Truancy & Juvenile Crime
 Crime & Dropout Prevention Initiative

Professional Development

1. Provide opportunities for staff members to participate in professional development in the area of truancy.
2. Provide opportunities for networking among faculty members to develop intervention strategies designed to improve student attendance.

Evaluation

The 2005-2006 Miami-Dade County Public Schools Percentage of Attendance Report will be used to evaluate this objective. Miami-Dade County Public Schools Quarterly Percentage of Attendance Reports will be utilized to monitor progress.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

Students at Palmetto Elementary School will gain proficiency in the use of technology.

Needs Assessment

Compliance with the National Educational Technology Standards (NETS) requires technologically literate students by the year 2006. Palmetto Elementary teachers have participated in workshops provided by the district's Technology Leadership Grant during the past two school years. The focus of this staff development was on the infusion of technology within the curriculum. Since the emphasis of the last two years has been on teacher training, at this point a need exists to ensure that acquired instructional strategies are implemented in the classroom, and that students are able to utilize technology as a tool to research information and effectively communicate newly acquired knowledge.

Measurable Objective

Given instruction aligned with the National Educational Technology Standards (NETS), 100 percent of students in grades two through five will demonstrate technology literacy by producing two or more student-generated products during the 2005-2006 school year as evidenced by teacher grade books.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide opportunities for students to use technology to locate, evaluate, and collect information from a variety of sources.	Classroom Teachers Media Specialist Computer Laboratory Assistant	8/8/2005	5/24/2006
Provide opportunities for students to use a variety of media and formats to communicate information and ideas effectively to multiple audiences.	Classroom Teachers Media Specialist Computer Laboratory Assistant	8/8/2005	5/24/2006
Infuse the technology skills delineated in the National Educational Technology Standards (NETS) throughout the curriculum.	Classroom Teachers	8/8/2005	5/24/2006

Research-Based Programs

The National Educational Technology Standards (NETS) will be used as a basis for staff development and instruction within the classroom.

Professional Development

1. Provide opportunity for teachers to attend Brain Research Workshops addressing techniques in differentiated instruction, which include the role of technology in the classroom.
2. Provide opportunity for teachers to attend technology workshops and/or conferences addressing current trends in technology.
3. Provide opportunities for teachers to meet with colleagues to share information gathered at workshops and/or conferences.

Evaluation

This objective will be evaluated by a review of teacher grade books reflecting two student-generated products utilizing technological resources.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

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

GOAL 8 STATEMENT:

Students in grades four and five at Palmetto Elementary School will demonstrate improved physical fitness skills.

Needs Assessment

As the physical fitness and health status of our students becomes more of a concern, making health-related fitness testing an integral part of our curriculum becomes a priority. Results of the 2004-2005 Physical Fitness Test indicate that 160 of 250 students tested earned the gold or silver award. There is a need to increase the number of students earning gold or silver awards.

Measurable Objective

Given an increased emphasis on the importance of physical fitness within the physical education curriculum, there will be a three percent increase in the number of students earning silver and gold medals on the 2006 FITNESSGRAM as compared to the 2005 FITNESSGRAM results.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue to participate in the Kid Fit Challenge event.	Physical Education Teachers	8/8/2005	5/24/2006
Organize, conduct, and encourage participation in the Jump Rope for Heart school wide event.	Physical Education Teachers	8/8/2005	5/24/2006
Incorporate FITNESSGRAM skills into the physical education program.	Physical Education Teachers	8/8/2005	5/24/2006
Utilize the results of the FITNESSGRAM pre- and post-tests to identify skills requiring additional practice or improvement.	Physical Education Teachers	8/8/2005	05/24/2006
Organize and conduct a Field Day event for students in grades two through five.	Physical Education Teachers	8/8/2005	5/24/2006

Research-Based Programs

The FITNESSGRAM curriculum and Hooked on Fitness text will be used as a resource to guide instruction.

Professional Development

1. Provide opportunities for teachers to attend FITNESSGRAM workshops.
2. Provide opportunities for teachers to attend scheduled physical education workshops sponsored by the district's physical education department.
3. Provide opportunities for teachers to network and exchange information gained at workshops attended.

Evaluation

This objective will be evaluated by comparing the results of the 2006 FITNESSGRAM with the 2005 FITNESSGRAM.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 9 STATEMENT:

Students at Palmetto Elementary School will appreciate the diversity of cultures through musical experiences.

Needs Assessment

Students benefit from exposure to and participation in cultural activities such as art and music. Palmetto Elementary School students continue to be involved in a wide variety of special area clubs that foster growth in art and music. In addition, the PTA sponsors cultural programs that stimulate interest in these areas. Additionally, Palmetto Elementary students benefit from exposure to the various cultures reflected within our population.

Measurable Objective

Given an increased emphasis on the role music plays in various cultures, 80 percent of 4th and 5th grade students at Palmetto Elementary School will identify the cultural origin of at least five diverse types of musical selections as evidenced by the results of the music teachers' assessments.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Incorporate songs from around the world as a part of the music curriculum.	Music Teachers	8/8/2005	5/24/2006
Offer opportunities for students to participate in music clubs such as orchestra, chorus, band, and salsa.	Music Teachers	8/8/2005	5/24/2006
Develop and coordinate student performances that highlight multicultural diversity.	Music Teachers Classroom Teachers	8/8/2005	5/24/2006
Support PTA sponsored cultural events that expose students to multicultural musical experiences.	Music Teachers Classroom Teachers	8/8/2005	5/24/2006

Research-Based Programs

The Macmillian/McGraw Hill Share the Music Program will be implemented school wide.

Professional Development

1. Provide opportunities for music teachers to attend the Florida Music Education Association annual conference.
2. Provide opportunity for music teachers to participate in the district's string workshops.
3. Provide opportunities for music teachers to network and share information gained at conferences attended.

Evaluation

This objective will be evaluated through student responses to the music teachers' assessments as documented in teacher grade books. Students' successful identification of musical selections from a variety of cultures will be monitored quarterly.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 10 STATEMENT:

Palmetto Elementary School will rank at or above the 50th percentile statewide in the State of Florida Return of Investment (ROI) Index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied by the Florida Department of Education indicates that in 2003 Palmetto Elementary School ranked at the 37th percentile on the State of Florida ROI Index.

Measurable Objective

Given an increased emphasis on factors impacting the Return on Investment (ROI) Index, Palmetto Elementary School will improve its ROI Percentile Rank from the 37th percentile in 2003 to the 50th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collaborate with the district on resource allocation.	Administrators	7/1/2005	5/24/2006
Become more informed about the use of financial resources in relation to school programs.	Administrators	7/1/2005	5/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators	7/1/2005	5/24/2006
Consider shared use of facilities, partnering with community agencies.	Administrators	7/1/2005	5/24/2006

Research-Based Programs

Florida Department of Education Return on Investment Index

Professional Development

1. Provide staff development workshops for EESAC and faculty members regarding the calculation of the ROI Index, and the impact of student learning gains on the ROI Index.
2. Provide opportunities for school administrators to network to develop strategies to improve the ROI Index.

Evaluation

On the next State of Florida ROI Index publication, Palmetto Elementary School will show progress toward reaching the 50th percentile.

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 recommended that school funds should be used to lower class size by hiring as many teachers as possible. The EESAC supports the Assistants for Classroom Teachers (ACT) Program which raises funds to hire aides who provide additional assistance in the classroom. Additionally, the EESAC recommended that EESAC funds be utilized to upgrade and maintain the technological resources at the school.

Training:

The EESAC recommended that planning time should be used as much as possible for teacher training. Additionally, the EESAC recommended training in differentiated instructional strategies to enhance learning for all students.

Instructional Materials:

The EESAC recommended the school wide implementation of the Accelerated Reader Program.

Technology:

The EESAC supports the infusion of technology within the curriculum. The EESAC recommended that allocated resources be used to continue to maintain and upgrade the school's technological resources.

Staffing:

The EESAC recommended the continued use of an hourly paraprofessional to provide instruction in the Computer Laboratory, as well as the continued use of classroom assistants funded through the ACT program. The EESAC also recommends maintaining a low student/teacher ratio.

Student Support Services:

The EESAC recommended continued implementation of the Listener Program, DARE, Student Mediation, Girl Talk, and Lunch Bunch activities.

Other Matters of Resource Allocation:

The EESAC recommended that special projects, such as Math Superstars, cultural arts programs, and clubs and interest groups continue to be implemented. The EESAC also supports special programs funded and provided by the PTA.

Benchmarking:

The EESAC recommended continued and consistent use of data analysis and student performance indicators to guide instruction. The EESAC also recommended continued use of incentives to motivate students.

School Safety & Discipline:

The EESAC recommended that the Critical Incident Response Team continue to meet as often as necessary, and that character education activities continue to be implemented.

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent