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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name: 6701 - Palmetto Middle School*

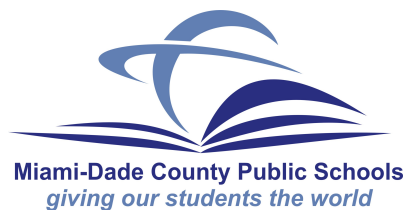
*FeederPattern: Miami Palmetto Senior*

*Region: Regional Center V*

*District: 13 - Miami-Dade*

*Principal: Paul Merker*

*Superintendent: Rudolph F. Crew, Ed.D.*



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Palmetto Middle School*

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Palmetto Middle School serves approximately 1713 students in grades six, seven, and eight. Located in the suburban upper, middle-class village of Pinecrest, Palmetto Middle School was built in 1961. As part of the Miami Palmetto Senior High School feeder pattern, Palmetto Middle School celebrates rich cultural diversity and maintains a legacy of high academic and athletic achievement. Palmetto Middle displays a variety of strengths including a Gifted population of over 700 students, a well-rounded and varied curriculum, extra-curricular activities and programs, a large resume of honors and awards, up-to-date and innovative technology, computer labs, Read 180 lab, mentoring and tutoring programs, an exceptional and nationally recognized PTSA, many training workshops for faculty members, and Pinnacle online/electronic gradebook. Palmetto Middle School currently has 188 students in the Exceptional Student Education Program (ESE). Sixty-three percent of these students are in an inclusion setting; spending 80% or more of the school day with general peers. Range of services for these students vary from external support in a general setting, facilitated supported, and the co-teaching model. During the school's articulation process, a team of teachers, including general and ESE, meet to discuss each student's needs and his or her potential to be successful in an inclusion setting. Palmetto Middle School, in conjunction with the Education Excellence School Advisory Council (EESAC), has identified the following objectives as school-wide priorities for the 2005-2006 school year.

Given an emphasis on Sunshine State Standards and NCLB, students in grades six, seven, and eight will improve their reading skills as evidenced by 75 percent of students scoring 3 or above on the 2006 administration of the FCAT Reading test.

Given an emphasis on Sunshine State Standards, students identified as African-American in the NCLB subgroup will improve their reading skills as evidenced by 44% of students scoring 3 or above on the 2006 administration of the FCAT Reading test.

Given an emphasis on Sunshine State Standards, students identified as Students with Disabilities in the NCLB subgroups will improve their reading skills as evidenced by 44% of students scoring 3 or above on the 2006 administration of the FCAT Reading test.

Given an emphasis on Sunshine State Standards, students identified as Economically Disadvantaged in the NCLB subgroups will improve their reading skills as evidenced by 44% of students scoring 3 or above on the 2006 administration of the FCAT Reading test.

Given an emphasis on Sunshine State Standards and NCLB, students in grades six, seven, and eight will improve their math skills as evidenced by 79% of students scoring 3 or above on the 2006 administration of the FCAT Mathematics test.

Given emphasis on Sunshine State Standards, students identified as African-American in NCLB subgroups will improve their math skills as evidenced by 50% of students scoring 3 or above on the 2006 administration of the FCAT Mathematics test.

Given an emphasis on Sunshine State Standards, students identified as Economically Disadvantaged in the NCLB subgroups will improve their math skills as evidenced by 50% of students scoring 3 or above on the 2006 administration of the FCAT Mathematics test.

Given an emphasis on Sunshine State Standards, students in grade 8 will improve their individual writing skills as evidenced by 85% of students scoring 4 or above on the 2006 administration of the FCAT Writing Plus test.

Given an emphasis on Sunshine State Standards, students in grade eight will maintain or show an increase in their science skills by meeting or exceeding the District mean scale score on the 2006 FCAT Science Test.

Given an emphasis on Parental Involvement, 75 percent of parents will agree or strongly agree that the school provides an overall positive climate or atmosphere as evidenced by the 2005-2006 School Climate Survey.

Given school wide emphasis on safety, the school will maintain 90% of parents, teachers, and students rating the school as providing a safe learning environment as evidenced by the 2005-2006 School Climate Survey.

Given the emphasis on technology, Palmetto Middle School will increase the total number of Accelerated Reader points by 10% comparing the 2004-2005 Accelerated Reader Schoolwide Summary Report to the 2005-2006 report.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, 70% of students in grades six through eight taking Physical Education will pass five out of six components on the 2005-2006 administration of the FITNESSGRAM Test.

Given emphasis on the Sunshine State Standards and the need to improve reading scores, sixty-five percent of all current students scoring a Level 2 on the 2004-2005 FCAT, will participate in the technology pull out program as demonstrated by computer generated FCAT Explorer reports and attendance rosters.

Palmetto Middle School will maintain its ranking on the State of Florida ROI index publication of 99 percentile in 2003 on the next publication of the index.

The findings from the Organizational Performance Improvement Snapshot (OPIS) self-assessment survey tool indicated that the overall rankings in all categories ranged from a 4.5 to a 3.3, with an overwhelming majority of scores falling in the 4.2 to 4.5 range. In fact, only three areas were rated in the 3.3 to 3.9 range; one 3.3 and two 3.9. The first area of improvement based on the results of the survey is 7c – “I know how well my organization is doing financially.” This area was chosen due to it receiving the lowest score in the OPIS self-assessment survey. The principal will conduct three budget workshops for teachers. The purpose of these workshops is to educate the staff about budget and financial status of the school. In addition, the principal will continue to share budget issues with the faculty and EESAC. The second area of improvement based on the results of the survey is 3d- “I ask my customers if they are satisfied or dissatisfied with my work.” This area was chosen due to it receiving the second lowest score in the OPIS self-assessment survey. The administration will develop and implement a student survey program. The survey will focus on the areas of curriculum, school safety and overall student concerns. The data results from the survey will provide teachers and staff with the insight needed, enabling them to gauge student satisfaction or dissatisfaction in these areas.

# 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 Middle School**

### VISION

Palmetto Middle School's vision is to foster high academic achievement in a caring nurturing and safe learning environment.

### MISSION

Palmetto Middle School and our community will provide a safe environment for all students that encourage educational excellence, recognizes individual achievements, promotes a climate of mutual respect, celebrates multi-cultural diversity; and enables everyone to feel emotionally and socially secure.

## CORE VALUES

Palmetto Middle School enriches the community through: the conveyance of the cultural heritage of the nation; the provision of the best possible educational experiences to our students and the surrounding community; the extension of the services of the school to encompass the needs of the whole individual.

Palmetto Middle School holds the following beliefs as the motivation for all endeavors undertaken by the school; we are dedicated to quality: quality of service, quality of relationships, and quality of communications; we believe that we should be, for all who are involved, a place of realized potential; and we believe that our responsibility is to our students, to our employees, and to the community and the society that we serve. Our cultural view is summarized in our motto, "Lancer LEAD." LEAD is an acronym for Leadership, Excellence, Academics, & Discipline: the four pillars of Palmetto Middle.

## *School Demographics*

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Palmetto Middle School serves approximately 1713 students in grades six, seven, and eight. The school is located on 12 acres in southern Miami-Dade County. Established in 1961, this school has been retro-wired to provide Internet and Internet access to all of the classrooms and to the media center. Last year, a new wing was constructed, which added eleven classrooms allowing the departmentalization of all departments by building wings within the school.

This school employs a total of one hundred and thirty staff members. Of this group, four are administrators, 65 are classroom teachers, twelve are exceptional student education teachers, two are media specialists, four are guidance counselors, five are classroom paraprofessionals, twelve are clerical employees, eight are cafeteria workers, seven are school security monitors and eleven are custodial service workers. Of the teaching staff, twelve are new to this school, and the length of time teaching in Florida averages thirteen years. Approximately fifty-two percent have advanced degrees.

Palmetto Middle School serves students from the surrounding neighborhood and from a satellite neighborhood. We have 50.4 percent standard curriculum students, 49.6 percent ESE and Gifted students, 20 percent economically disadvantaged students, and 4 percent ESOL students. The ethnic/racial makeup of the student population is 46 percent White Non-Hispanic, 35 percent Hispanic, 13 percent African-American, 6 percent Asian and other.

Palmetto Middle is honored to be a recipient of the following awards: Platinum Award School, Gold School, Gold School Award Winner (10 years), Superintendent's Award, PROUD Award School, Arts for Learning School, Math and Science Sate Competition Award Winners, PTSA "Reflections" Competition, Top PTSA recognized by the state for exceeding 1000 members, State Winners in Band and Orchestra with superior ratings, Middle School Yearbook National Award, Ambassador School for UNICEF, Partners "Sister School" with six schools in Africa, Community Service Projects with Lions Club, Miami Rescue, American Cancer Society, Camillus House, Habitat for Humanity, SADD, Susan Keman Breast Cancer Foundation, Salvation Army, United Way, and Smile Outreach Program. In addition to the aforementioned honors, Palmetto was awarded a grant to create a Wellness Center for students, faculty, staff, and community members.

Despite our strengths, Palmetto is also faced with a few challenges: (1) the attendance rating decreased to 13th place in the 2004-05 school year. (2) Students from low socio-economic status (SES) scored below average on the FCAT and other standardized testing; indicating an achievement gap between these students and those with a higher SES.

# *School Foundation*

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## ***Leadership:***

Results on the Leadership section of the OPIS indicate that staff Frequently Agrees that leadership sets direction, shares the school mission, creates a positive environment, and involves employees in the operation of the school. An average score of 4.4 was received.

## ***District Strategic Planning Alignment:***

Results on the Strategic Planning section of the OPIS indicate that staff Frequently Agrees that goals and objectives are analyzed and involves employees in the development of these goals. An average score of 4.0 was received.

## ***Stakeholder Engagement:***

Results on the Customer and Market Focus section of the OPIS indicate that staff Frequently Agrees that the level of satisfaction of its customers are addressed. An average score of 4.3 was received.

## ***Faculty & Staff:***

Results on the Human Resource Focus section of the OPIS indicate that staff Frequently Agrees that there is a team approach to the overall function of the school. An average score of 4.3 was received.

### **Teacher Mentoring Programs:**

Teacher mentoring programs at Palmetto Middle include the implementation of Professional Growth Teams based on PACES. Additionally, annual contract teachers participate in a beginning teacher program whereby monthly meetings are conducted. These meetings consist of round table discussions on issues new teachers face in the classroom, specific concerns they may have, review of required procedures, support time with the administration and a forum to share best practices and teachable moments. Beginning teachers are paired with a mentor teacher that monitors the progress of the teacher and ensures that operational issues (lesson planning, report cards, grade books, etc.) are in compliance with district guidelines. There is a resource library available to all teachers with an accessible Media Specialist that can answer any equipment or informational questions concerning the Library. In-service opportunities are immediately available dealing with the electronic grade book, E-mail and parent contact to help support new professionals.

## ***Data/Information/Knowledge Management:***

Results on the Measurement, Analysis, and Knowledge Management section of the OPIS indicate that staff Frequently Agrees that they have the knowledge and ability to utilize data to monitor their progress. An average score of 4.5 was received.

## ***Education Design:***

Results on the Process Management section of the OPIS indicate that staff Frequently Agrees that there is a process set in place that allows for the daily functions and/or organization of the school. An average score of 4.2 was



received.

Extended Learning Opportunities:

Palmetto Middle School offers before and after school tutoring in math and reading to students identified as level 1 and 2 on the FCAT. Additionally, pull out tutorial services are offered for students in levels 2, particularly those students who cannot participate before or after school hours due to transportation.

School-wide Improvement Model:

Palmetto Middle has embraced a Plan, Do, Study, Act model for continuous improvement. This philosophy relies on data driven decision-making and requires teachers to continuously assess students to determine success rates of learning and adjust instruction, when warranted. Department meetings and Team meetings are held weekly to ensure dissemination of current information and a continued focus on curriculum to enhance department uniformity, curriculum alignment and instructional needs (technology, equipment, textbooks, training). The primary purpose of all efforts is to increase academic achievement of all students and create an environment conducive to professional growth and high academic expectations for educators.

Advanced Courses Initiatives & Post Unitary Commitments:

Not Applicable

***Performance Results:***

Results on the Business Results section of the OPIS indicate that staff Frequently Agrees that Palmetto Middle School considers the talents and abilities of its staff for the success of the organization. An average score of 4.2 was received.

## 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 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:**

Reading achievement will improve for all NCLB groups.

**Needs Assessment**

An assessment of data reveals that 26 percent of sixth, seventh, and eighth grade students are still reading below grade level; specifically 29 percent in grade six, 30 percent in grade seven, and 40 percent in grade Eight. Adequate Yearly Progress data indicates that the African-American and Students with Disabilities subgroup populations are in need of additional assistance. Further analysis of the data indicates that additional emphasis needs to be given in Reference and Research, Main Idea/Purpose, and Words/Phrases. An assessment of data reveals that 34 percent of the African-American student population scored at or above grade level in reading. The federal requirement of a minimum of 48 percent indicates at least a 14 percent expected improvement. An assessment of data reveals that 28 percent of the Students with Disabilities population scored at or above grade level in reading. The federal requirement of a minimum of 48 percent indicates a 20 percent expected improvement.

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

## Measurable Objective

Given an emphasis on Sunshine State Standards and NCLB, students in grades six, seven, and eight will improve their reading skills as evidenced by 75 percent of students scoring 3 or above on the 2006 administration of the FCAT Reading test.

Given an emphasis on Sunshine State Standards, students identified as African-American in the NCLB subgroup will improve their reading skills as evidenced by 44% of students scoring 3 or above on the 2006 administration of the FCAT Reading test.

Given an emphasis on Sunshine State Standards, students identified as Students with Disabilities in the NCLB subgroups will improve their reading skills as evidenced by 44% of students scoring 3 or above on the 2006 administration of the FCAT Reading test.

Given an emphasis on Sunshine State Standards, students identified as Economically Disadvantaged in the NCLB subgroups will improve their reading skills as evidenced by 44% of students scoring 3 or above on the 2006 administration of the FCAT Reading test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Create an intensive reading plus class for all Level 1 and 2 students.	Reading Teachers	8/8/2005	5/19/2006
Continue Team teaching in an inclusion setting for students with disabilities.	Language Arts Teachers ESE Teachers	8/8/2005	5/19/2006
Continue the implementation of the Read 180 Program.	ESE Teacher	8/8/2005	5/19/2006
Continue the implementation of the Accelerated Reader based on the STAR.	All Instructional Staff	9/6/2005	5/19/2006
Continue the implementation of CRISS Strategies.	All Teachers	8/8/2005	5/19/2006
Use Student Performance Indicators (SPI) database to identify and monitor students with Academic Improvement Plans (AIP), using the Continuous Improvement Model (CIM).	All Teachers	9/6/2005	5/19/2006

## Research-Based Programs

Core Reading Program Glencoe Series, Writer's Choice by Glencoe, Core Reading Program for Gifted by Prentice Hall, Bridges for Literature by McDougal Littell, Read 180, Scholastic Reading for Intensive Reading, Inclusion, Accelerated Reader

## **Professional Development**

Professional Development will include the following: CRISS, Data Analysis, Linking Data to Instruction, Curriculum Mapping and Alignment, Student Performance Indicator (SPI), STAR, and FCAT Explorer.

## **Evaluation**

These objectives will be evaluated utilizing the results of the 2006 FCAT Reading test as compared to 2005. Ongoing monitoring will take place via the district quarterly assessments and tutorial attendance logs. The Read 180 and STAR reports will be used to compare students' pre-test and post-test scores. Inclusion classes will be reflected in the master schedule.

## GOAL 2: MATHEMATICS

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

*Florida Education Priorities*

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

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

**GOAL 2 STATEMENT:**

Mathematics achievement will improve for all NCLB groups.

**Needs Assessment**

An assessment of data reveals that 22% of students in grades 6, 7, 8 are still performing below grade level in math. Specifically; 29% in grade 6, 30% in grade 7, and 40% in grade 8. Adequate Yearly Progress data indicates that the African-American and Economically Disadvantaged subgroup populations are in need of additional assistance. Further analysis of the data indicates that additional emphasis needs to be given in Measurement, Algebraic Thinking and Number Sense. An assessment of data reveals that 40% of the African-American student population scored at or above grade level in math. The state requirement of a minimum of 53% indicates at least a 13% expected improvement. This represents a challenge based on achievement trends indicating an increase in student performance of 2% in 2005. An assessment of data reveals that 36% of the Economically Disadvantaged students scored at or above grade level in math. The state requirement of a minimum of 53% indicates at least a 16% expected improvement.

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

## Measurable Objective

Given an emphasis on Sunshine State Standards and NCLB, students in grades six, seven, and eight will improve their math skills as evidenced by 79% of students scoring 3 or above on the 2006 administration of the FCAT Mathematics test.

Given emphasis on Sunshine State Standards, students identified as African-American in NCLB subgroups will improve their math skills as evidenced by 50% of students scoring 3 or above on the 2006 administration of the FCAT Mathematics test.

Given an emphasis on Sunshine State Standards, students identified as Economically Disadvantaged in the NCLB subgroups will improve their math skills as evidenced by 50% of students scoring 3 or above on the 2006 administration of the FCAT Mathematics test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize District Quarterly Math Assessment to monitor students' progress.	Math Teachers Curriculum Administrator	8/8/2005	5/19/2006
Assign a member of the administrative team to monitor the progress of the NCLB subgroup.	Curriculum Administrator	8/8/2005	5/19/2006
Continue Before/after school tutorial program for FCAT Level 1 and 2 Students.	Program Tutorial Teacher	10/17/2005	5/19/2006
Utilize Community Resources (Peer tutors, college interns, and Volunteers).	Principal	8/8/2005	3/31/2006
Participate in a one day FCAT Blitz for all level 2 Students.	Math Teachers	2/28/2006	2/28/2006
Develop and implement curriculum alignment maps and district Scope and Sequence.	Math Teachers	8/8/2005	5/19/2006
Use Student Performance Indicators (SPI) database to monitor students with Academic Improvement Plans (AIP), using Continuous Improvement Model (CIM).	All Teachers	9/6/2005	5/19/2006
Provide training in Homeroom.com and follow-up as needed.	Curriculum Administrator	10/19/2005	3/31/2006

## **Research-Based Programs**

Core Math Program by Glencoe series, Comprehensive Math Assessment by Options Publishing, Additional Resources used for intervention groups: FCAT Explorer, Homeroom.com, Riverdeep.

## **Professional Development**

Professional development should include the following: Data Analysis, Linking Data to Instruction, Eight Step Continuous Improvement Model, Student Performance Indicator Training (SPI), FCAT Explorer, Riverdeep and Homeroom.com.

## **Evaluation**

This objective will be evaluated utilizing the results of the 2006 FCAT Mathematics test. Ongoing monitoring will take place via the district quarterly assessments and tutorial attendance logs.

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

**GOAL 3 STATEMENT:**

Writing Scores will improve for grade eight students.

**Needs Assessment**

An assessment of data reveals that 85% of grade eight students are meeting high standards on the FCAT Writing. Annual Yearly Progress data indicates that our African-American population is in need of additional assistance. An assessment of data reveals that 82% of grade eight African-American students are meeting high standards on the FCAT Writing which is a decrease from the 85% in 2004. Further analysis of the data indicates that additional emphasis needs to be given in both persuasive and expository writing due to the increased state requirement of a 4.0 score for the 2006 administration.

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 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"/>



## Measurable Objective

Given an emphasis on Sunshine State Standards, students in grade 8 will improve their individual writing skills as evidenced by 85% of students scoring 4 or above on the 2006 administration of the FCAT Writing Plus test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the Writing Plus pretest and post test to monitor student progress.	Language Arts Teachers	8/8/2005	3/31/2006
Continue student portfolios and daily journal writings.	Language Arts Teachers	8/8/2005	5/19/2006
Use Student Performance Indicators (SPI) database to monitor students with Academic Improvement Plans (AIP), using the Continuous Improvement Model (CIM).	All Teachers	9/6/2005	5/19/2006
Develop and implement curriculum alignment and rubric scoring to ensure uniformity of instruction and assessment.	Language Arts Teachers	8/8/2005	5/19/2006
Continue implementation of the Write Traits across the curriculum.	Language Arts Teachers	8/8/2005	5/19/2006

## Research-Based Programs

Writer's Choice by Glencoe, PH Selection Support, Write Traits program, FCAT preparation workbooks.

## Professional Development

Professional development will include the following: Student Performance Indicator Training (SPI), Write Traits program, the writing process and rubric scoring, and district writing workshops.

## Evaluation

This objective will be evaluated utilizing the results of the 2006 FCAT Writing Plus test as compared to 2005.

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input 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 4 STATEMENT:***

Science scores will improve for grade eight students.

### ***Needs Assessment***

An assessment of data reveals that grade eight students surpassed the state science scores in all four areas for 2005. Further analysis of the data indicates that additional emphasis should be placed in the Scientific Thinking and Life Environment clusters due to the decrease in percentage from the previous year.

## Measurable Objective

Given an emphasis on Sunshine State Standards, students in grade eight will maintain or show an increase in their science skills by meeting or exceeding the District mean scale score on the 2006 FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Incorporate writing across the curriculum, utilizing a research-based approach.	Science Teachers	8/8/2005	5/19/2006
Utilize members of the community to assist students in Bridges to Career.	Science Teacher	10/14/2005	4/30/2006
Develop and implement curriculum alignment to ensure uniformity of instruction, following Scope and Sequence.	Science Teachers	8/8/2005	5/19/2006
Perform labs twice a week that require collecting, organizing, graphing, and interpreting of data by all students.	Science Teachers	8/8/2005	5/19/2006
Utilize site-authored science assessment to monitor student performance and adjust instructional programs, using the Continuous Improvement Model (CIM).	Science Teachers Curriculum Administrators	8/8/2005	5/19/2006
Share FCAT science scores, materials, and benchmarks to target instruction during department meetings.	Science Teachers and Department Head	8/8/2005	5/19/2006

### Research-Based Programs

Science Voyages series by Glencoe, Earth Space series by Glencoe.

### Professional Development

Professional development will include the following: Student Performance Indicator Training (SPI), Math and Science Strategies in the Classroom, TEC Training Workshops for Science.

## **Evaluation**

This objective will be evaluated utilizing the results of the 2006 FCAT Science test. Ongoing monitoring will take place via the school site assessments, and lab logs kept in lesson plans.

## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

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

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

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

### ***GOAL 5 STATEMENT:***

Palmetto strives to maintain overall parental satisfaction.

### ***Needs Assessment***

Palmetto Middle School's community is comprised of a very highly involved parent population. Parental satisfaction is a critical factor in the reputation of the school. They represent a potentially invaluable resource that can be channeled into positive school wide initiatives. According to the School Climate Survey, Palmetto Middle School seeks to maintain overall satisfaction and involvement.

## Measurable Objective

Given an emphasis on Parental Involvement, 75 percent of parents will agree or strongly agree that the school provides an overall positive climate or atmosphere as evidenced by the 2005-2006 School Climate Survey.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Refurbish Parent Resource Center.	Principal	8/8/2005	5/19/2006
Utilize L&R phone service for event notification.	Principal	8/8/2005	5/19/2006
Enhance the PMS website.	Assistant Principal, Technology	8/8/2005	5/19/2006
Increase email usage to parents.	All Teachers, Administrative Staff	8/8/2005	5/19/2006
Schedule time at PTSA and EESAC meetings for parental concerns.	Principal, EESAC Chairperson	8/8/2005	5/19/2006
Generate monthly parent newsletter announcing oppourtunities for parent involvement in school functions.	Principal	8/8/2005	5/19/2006

### Research-Based Programs

National Standards for Parent Involvement, <http://www.pta.org/parentinvolvement/standards/index.asp>, The Office of Family and Community Outreach District Office, and School Climate Survey.

### Professional Development

Train parents in the following areas to help support the implementation of the School Improvement Plan: accessing and utilizing parental viewer in the electronic gradebook Pinnacle, the school web page, and accessing the Palmetto Pinnacle staff via e-mail.

### Evaluation

This objective will be evaluated utilizing the completed School Climate Survey. Ongoing monitoring will take place to assess that Excellent in overall satisfaction with services are maintained at 75%.

## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

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

### ***GOAL 6 STATEMENT:***

Provide a safe learning environment for all stakeholders.

### ***Needs Assessment***

An assessment of data from the 2004-2005 School Climate Survey shows that parents, teachers, and students agree or strongly agree that Palmetto Middle School provides a safe and secure learning environment. Palmetto Middle strives to continue providing a positive learning environment.

## Measurable Objective

Given school wide emphasis on safety, the school will maintain 90% of parents, teachers, and students rating the school as providing a safe learning environment as evidenced by the 2005-2006 School Climate Survey.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase the number of security monitors in the building.	Principal	8/8/2005	5/19/2006
Extend the hours of supervision provided before and after school.	Principal	8/8/2005	5/19/2006
Provide an office for the school resource officer so that they can ensure proper monitoring of school and have access to necessary paperwork and computer system.	Principal	8/8/2005	5/19/2006
Increase classroom exchange time by one minute to allow students more travel time, ensuring their safety by eliminating the need to rush from one room to the other.	Principal	8/8/2005	5/19/2006
Continue to actively participate in the Proud and Listeners Program.	Principal, Counselors	10/17/2005	5/19/2006
Apply for Peace Award again	Principal	10/19/2005	03/31/2006
Continue implementation of school Discipline Committee.	Principal, Assistant Principals	08/08/2005	05/19/2006

### Research-Based Programs

School Climate Survey.

### Professional Development

Provide in-service training to the security department by school resource officers, administration and counselors; training for faculty, staff and parents about providing a safe learning environment and safety to life measures.



## **Evaluation**

This objective will be evaluated using the results of the 2005-2006 School Climate Survey.

## 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.)

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

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

### ***GOAL 7 STATEMENT:***

Palmetto Middle School will increase the number of reading points generated by books read, according to the Accelerated Reader Schoolwide Summary Report.

### ***Needs Assessment***

A review of the Accelerated Reader Schoolwide Summary Report from 2004-05 reveals that 8009 total points were accumulated, demonstrating minimal participation in the program.

## Measurable Objective

Given the emphasis on technology, Palmetto Middle School will increase the total number of Accelerated Reader points by 10% comparing the 2004-2005 Accelerated Reader Schoolwide Summary Report to the 2005-2006 report.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue usage of the AR/STAR program.	Administrative Staff, Media Specialist, Teachers	9/6/2005	5/19/2006
Maintain and implement online district purchased databases.	Administrative Staff, Media Specialist, Teachers	8/8/2005	5/19/2006
Increase access to LCD projectors, computers and state adopted software.	Administrative Staff, Computer Specialist, EESAC	8/8/2005	5/19/2006
Assign a member of the administrative team to monitor student progress.	Principal, Assistant Principal	8/8/2005	5/19/2006
Implement Incentive Program for all students using AR.	Assistant Principal	10/3/2005	5/19/2006
Increase access to the Computer lab, during reading time.	Principal, Assistant Principal	9/6/2005	5/19/2005

### Research-Based Programs

Accelerated Reader, STAR, and Schoolwide Summary reports.

### Professional Development

In services will be provided for department members, individual instructors, and/or the entire faculty in order to implement the appropriate technology initiatives. The in services will be conducted before school, on teacher workdays, early release days, and as schedule permits.

### Evaluation

This objective will be measured by an increase of 10 percent of the total reading points on the Schoolwide Summary Report.

## 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.)

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

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

### ***GOAL 8 STATEMENT:***

Palmetto Middle School will accurately assess students' fitness levels and identify individualized approaches to improve physical fitness through implementation of the Wellness Center Program and FITNESSGRAM Testing; providing students with the importance of developing lifetime habits of regular physical activity.

### ***Needs Assessment***

FITNESSGRAM Testing from 2004-2005 indicated that 67% of Palmetto Middle School students taking Physical Education passed five out of six components and received either a gold or silver medal.

## Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, 70% of students in grades six through eight taking Physical Education will pass five out of six components on the 2005-2006 administration of the FITNESSGRAM Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase daily stretching for improved flexibility, calisthenics.	PE Teaching Staff	9/6/2005	5/19/2006
Increase strength training.	PE Teaching Staff	9/6/2005	5/19/2006
Improve student confidence using rock climbing wall.	PE Teaching Staff	9/6/2005	5/19/2006
Increase the amount of daily running activities.	PE Teaching Staff	9/6/2005	5/19/2006
Implementation of the Wellness Center Program.	PE Department Chair	9/6/2005	5/19/2006
Improve fitness levels through the use of cardiovascular equipment.	PE Department Chair	9/6/2005	5/19/2006

## Research-Based Programs

The Brockport Physical Fitness Test Pilot Program and FITNESSGRAM Test.

## Professional Development

Implement staff development workshops aimed at improving physical fitness assessment practices. These workshops will be conducted on early release days and after school.

## Evaluation

Evaluation will take place through the FITNESSGRAM testing.

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

**GOAL 9 STATEMENT:**

Palmetto Middle School will increase the total number of level 2 students utilizing the FCAT Explorer Pullout Program.

**Needs Assessment**

Twenty-six percent of six, seventh and eighth grade students are still reading below grade level on the administration of the 2004-2005 FCAT.

## Measurable Objective

Given emphasis on the Sunshine State Standards and the need to improve reading scores, sixty-five percent of all current students scoring a Level 2 on the 2004-2005 FCAT, will participate in the technology pull out program as demonstrated by computer generated FCAT Explorer reports and attendance rosters.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Pull out individual students for independent tutoring using the computer programs.	Paraprofessional	10/17/2005	5/19/2006
Continue using the FCAT Explorer.	Paraprofessional	10/17/2005	5/19/2006
Identify Level 2 students on the FCAT.	Curriculum Assistant Principal	8/8/2005	10/14/2005
Secure parent contact and permission for student participation in the pull out program.	Paraprofessional	8/8/2005	12/9/2005
Set pull out schedule and inform staff.	Curriculum Assistant Principal, Paraprofessional	8/8/2005	10/14/2005
Assign an administrator to oversee the pull-out program.	Principal	8/8/2005	05/19/2006

## Research-Based Programs

FCAT Explorer pull out program participation letters, FCAT Explorer (Reading and Math), Riverdeep/Destination Success (Math), and Brain Child (Reading and Math).

## Professional Development

Teachers will be trained using the software on Early Release Days.

## Evaluation

This objective will be measured using the report generated by the FCAT Explorer and attendance rosters.

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

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

***GOAL 10 STATEMENT:***

Palmetto Middle School will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

***Needs Assessment***

The most recent data supplied from the FLDOE indicates that in 2003, Palmetto Middle School ranked at the 99th percentile on the State of Florida ROI index.



## Measurable Objective

Palmetto Middle School will maintain its ranking on the State of Florida ROI index publication of 99 percentile in 2003 on the next publication of the index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue to use all financial resources in relation to school programs.	Principal	8/8/2005	5/19/2006
Collaborate with the district on resource allocation.	Principal	8/8/2005	5/19/2006
Continue to take advantage of a broader private foundation resource base.	Principal, Administrative Staff and Teachers	8/8/2005	5/19/2006
Consider shared use of facilities, partnering with community agencies.	Principal	8/8/2005	5/19/2006
Continue to take advantage of a broader volunteer network resource base.	Principal	8/8/2005	5/19/2005

## Research-Based Programs

The State of Florida Return on Investment Publication.

## Professional Development

Administrative Budget Training and Workshops.

## Evaluation

On the next State of Florida ROI index publication, Palmetto Middle School will maintain its 99 percentile.

## *EESAC Compliance*

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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 the school-specific budget training be provided to all members during a scheduled EESAC meeting. Decisions will be reached regarding the use of EESAC funds, based on current school needs. Additional budget issues and status will be shared on an on-going basis.

### ***Training:***

The EESAC recommended that all incoming members receive training at the school level each year.

### ***Instructional Materials:***

The EESAC recommended that all members be regularly informed of materials purchased under the auspices of EESAC in support of the School Improvement Plan objectives.

### ***Technology:***

The EESAC recommended that the school continue to integrate the use of technology and multimedia in every aspect of the instructional program. The EESAC further agreed that funds may be used to help support Palmetto Middle School's instructional programs in technology.

### ***Staffing:***

The EESAC agreed that, if needed, EESAC Funds may be used to support staffing in any area to be determined by the administration.

### ***Student Support Services:***

The EESAC recommended that the Student Council president and vice president continue to be active member's of the committee. Additionally, Palmetto should continue to conduct Academic Improvement Plan (AIP) conferences, Child Study Teams and student mentoring programs in support of the student achievement of all students.

***Other Matters of Resource Allocation:***

The EESAC recommended continuing the after school tutoring program. The EESAC further recommended dedication of resources to fund staff workshops, and expressed its support for continued funding of programs in the arts.

***Benchmarking:***

The EESAC gave its continuing support to the use of data at Palmetto Middle School in curricular decision-making.

***School Safety & Discipline:***

The EESAC recommended that Palmetto continue to actively participate in PROUD and the Listeners' Program.

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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

---

*EESAC Parent Representative*

---

*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*