
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 7431 - Miami Palmetto Senior High School

FeederPattern: Miami Palmetto Senior

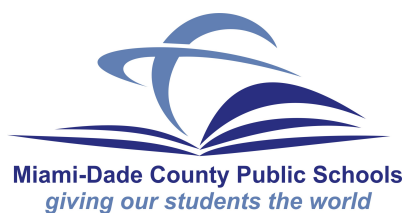
Region: Regional Center V

District: 13 - Miami-Dade

Principal: Howard Weiner

Adult/Vocational Principal: Edward Gehret

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Miami Palmetto Senior High School

We serve a diverse community, both culturally and socio-economically, at Miami Palmetto Senior High. Forty-six percent of our students are white non-Hispanic, 15% black non-Hispanic, 32% Hispanic, and 7% Asian/other. Palmetto provides a diverse course selection to meet the needs of our multifaceted student body. Miami Palmetto Senior offers a challenging academic program, while providing stimulating coursework for students of all academic abilities. Through our 286 course offerings, Palmetto offers something for everybody: Palmetto offers more Advanced Placement (AP) courses with higher enrollment than any school in the county. In fact, the average number of AP exams given per school site in Miami-Dade for the May 2004 administration was 525, yet Miami Palmetto gave 2,063. Currently, almost one-third of our student body is enrolled in at least one AP course. Just as the AP course selection grows to accommodate our college bound students seeking an edge for college entrance, course offerings for students directly entering the workforce after high school have grown as well. Students are able to pursue a curriculum that prepares them for entry level employment in the areas of health care, food production, child care/development, computer assisted drafting, business (entrepreneurship) and athletic training. By continuously re-evaluating our customers' needs and implementing the most sound educational research, Palmetto has maintained its reputation for excellence through outstanding performance in academics, athletics, and community service. At Palmetto, we firmly believe that when high standards are an everyday part of the school environment, students learn to put forth more effort and achievement improves.

Given instruction using the Sunshine State Standards, ninth and tenth grade students will demonstrate reading proficiency as evidenced by 57% scoring at or above Level 3 on the 2006 FCAT Reading.

Given instruction using the Sunshine State Standards, African American students will demonstrate proficiency, as evidenced by 44% scoring at or above Level 3 on the 2006 FCAT Reading.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will demonstrate proficiency, as evidenced by 44% scoring at or above Level 3 on the 2006 FCAT Reading.

Given instruction using the Sunshine State Standards, LEP students, will demonstrate proficiency, as evidenced by 44% scoring at or above Level 3 on the 2006 FCAT Reading.

Given instruction using the Sunshine State Standards, Students with Disabilities will demonstrate proficiency, as evidenced by 44% scoring at or above Level 3 on the 2006 FCAT Reading.

Given instruction using the Sunshine State Standards, ninth and tenth grade students will demonstrate mathematics proficiency by 81% scoring at or above Level 3 on the 2006 FCAT Mathematics.

Given instruction using the Sunshine State Standards, Students with Disabilities, will demonstrate mathematics proficiency by 50% scoring at or above Level 3 on the 2006 FCAT Mathematics.

Given instruction using the Sunshine State Standards, all tenth grade students will demonstrate high standards in writing as evidenced by 89% scoring at or above 4.0 on the 2006 FCAT Writing.

Given instruction using the Sunshine State Standards, all subgroups will show 1% improvement according to NCLB requirements.

Given instruction using the Sunshine State Standards, students in eleventh grade will improve their science skills as evidenced by meeting or exceeding the District mean scale score on the 2006 administration of the Science FCAT.

Given the schoolwide emphasis on parental and community involvement, communication between the school and home will improve as evidenced by a 2% increase in the membership to the PTSA over last year.

Given an emphasis on a safe and orderly environment, violation of School Code of Conduct will improve as evidenced by a 5% reduction in student case management reports of Group I – V violations as compared to the 2004-2005 Student Case Management Form.

Given emphasis on the use of technology in education, 100% of the teachers will attend a minimum of two professional development trainings relating to incorporating technology into the classroom and improving computer literacy and/or technological proficiency as documented by sign-in rosters.

Given instruction in health and physical fitness, students enrolled in physical education classes will increase the total number of gold and silver "FITNESSGRAM" awards by 3% as compared to the 2004-2005 school year.

Given the importance of school involvement and elective programs, the number of students participating in extra and co-curricular activities, as well as elective courses will increase for the 2005-2006 school year as compared to the 2004-2005 school year documented by club, athletic, and class rosters.

Miami Palmetto Senior High School will improve its ranking on the State of Florida ROI index publication from the 89 percentile in 2003 to the 90 percentile on the next publication of the index.

Given direction with respect to the importance of a attaining high school diploma, the graduation rate will increase by 2% for the 2005-2006 school year as compared to the 2004-2005 school year.

Although results in all areas of the Organizational Performance Improvement Snapshot (OPIS) were positive, there are two areas targeted for improvement: Process Management and Business Results. Process Management received the lowest score (4.0), but also had the fewest questions linked to it. While almost everyone agrees that we have effective processes for doing our work, 28 staff members feel they have inadequate resources to do their jobs. One hundred eighty-one of the 229 respondents agree that they collect data about the quality of their work and that they

have control over their work processes, but there were a considerable number that neither agreed nor disagreed with these items. In terms of Business Management, many of the responses were the highest in the entire survey, especially with respect to high standards, ethics, excellence, obeying laws and regulations and job satisfaction. The items that scored the lowest addressed the effective utilization of employee talents, removal of bureaucratic obstacles, and financial information. To address these opportunities for improvement, the school will continue to focus on improving communication with staff members. The more knowledge staff members have about the inner-workings of an organization, the more trusting they will be.

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.

Miami Palmetto Senior High School

VISION

VIS PER SCIENTIAM

Strength through Knowledge

MISSION

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

CORE VALUES

Honesty

Cooperation

Integrity

Kindness

Fairness

Responsibility

Respect

Citizenship

Pursuit of Excellence

School Demographics

Miami Palmetto Senior High is a nationally recognized high school located on twenty-three acres in the Village of Pinecrest in southeastern Miami-Dade County. Like South Florida itself, Palmetto has changed a great deal in many respects since it was built in 1958.

Palmetto offers a challenging academic program, while providing stimulating coursework for all academic abilities. Currently, there are 3,546 students enrolled at the school. We serve a diverse community, both culturally and socio-economically, at Miami Palmetto Senior High. Forty-two percent of our students are white non-Hispanic, 18% black non-Hispanic, 33% Hispanic, and 7% Asian/other. The number of white non-Hispanic students has been steadily declining, down 9% since 1999, while the number of Hispanic students is on the rise at Miami Palmetto Senior High School. The number of Hispanic students has increased from 23% to 33% since 1999. The ethnic breakdown of our instructional staff roughly mirrors that of our student population.

Population growth, trends in real estate, rapid land development, and a hurricane have all contributed to its different face. Although the residential property value in Pinecrest is extremely high, only 32% of the students live inside these affluent boundaries. Today, Palmetto students come from both urban and suburban areas. Other than our thirty-two out of area transfer students, many Palmetto students come from areas such as Palmetto Bay, West Perrine, and Dixie West (part of Kendall). Twelve percent of our students receive free/reduced lunch.

What has not changed over the years, however, is Palmetto's record for consistently being the flagship of the district in terms of student performance. Palmetto's students invariably score higher on both state and national assessments than any other standard (non-magnet) school in Miami-Dade County. Honors courses are offered in all academic subject areas and 25 Advanced Placement (AP) courses are offered. In 2005, 2,115 Advanced Placement exams were administered to 980 students with 68% scoring 3 or higher. Despite national recognition for advanced academics, Palmetto remains committed to accepting the governor's challenge to further raise academic achievement and assist the students who have not yet met the standards.

Students in the Exceptional Student Education (ESE) program comprise 11% of our school population. Several indicators demonstrate that our ESE students consistently meet the challenges of high standards as well:

- For the 2003-2004 school year, Palmetto's ESE students had a 93% graduation rate;
- Palmetto currently has a 37% inclusion rate;
- For last year's Florida Comprehensive Assessment Test (FCAT), 45 sophomore ESE students were tested, as they must pass the test to receive a regular diploma. On the FCAT Writing, 71% of ESE students earned a score of 3 or above (3 is proficient;)
- Of these students, 57% passed the reading section of the FCAT and 45% passed the mathematics section on their first attempt;
- In addition, 16% of our ESE students take at least one honors or AP course.

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

- Exemplary Reading Program Award – Palmetto was recognized by the International Reading Association as the 2002 recipient for the state of Florida. We were the only secondary school in the nation to receive this award.
- A+ School – Based on the criteria set by the Florida Department of Education, Palmetto earned the grade of “A” four out of the past five consecutive years (2000-2005).
- Blue Ribbon Schools Program Nominee-Palmetto was nominated by Miami-Dade County Public Schools as the high school representative for 2002 and submitted by the State of Florida as a national candidate.
- June 2004, Newsweek, “America’s Best High Schools” – Palmetto was ranked number 39 in the article, “100 Top Public Schools – And What We Can Learn from Them.”
- February 2003, Florida Monthly Magazine – Palmetto was identified as one of Florida’s top public high schools.
- Palmetto has been invited to make presentations at numerous local, state and national conferences for SACS and College Board.

- 2003 Dade County Public Schools' Principal of the Year
- 2003 Commissioner's Principal Achievement Award for Outstanding Leadership
- Nationally Board Certified Teachers – Thirteen teachers in a variety of subject areas and 5 candidates submitting this current year.
- Teachers of the Year – State of Florida Economic Council Teacher of the Year; State of Florida German Teacher of the Year, State of Florida Japanese Teacher of the Year; Miami Dade County, Math, Science and Social Studies Teacher of the Year; and, four consecutive regional finalists for Dade County Teacher of the Year.
- United Way Student Campaign – recognized for the past three years as the students with the largest donations in the high schools in Region V of Dade County Public Schools.
- Blood Drive – Recognized as the most outstanding student led blood drive in all of Miami-Dade County Schools for the past five years.
- Student Volunteer of the Year – A senior from the class of 2004, was recognized by the State of Florida as the Youth Volunteer of the Year.
- Sunshine State Scholar – Four of the past five years, a student from Miami Palmetto has represented Region IX at the competition in Tallahassee. Two of those students were chosen as the Sunshine State Scholar for those years.
- Presidential Scholar – Palmetto has a yearly winner in the Presidential Scholars competition, a prestigious award given by the U.S. Department of Education and based upon performance on the SAT and ACT.
- Angel Soft Community Service Award and Christopher Reeve Heart of America Award – was awarded to a Palmetto student, in the area of volunteerism and has been the national recipient for each of these awards.
- Columbia Scholastic Press Association's Silver Crown has been awarded to the school newspaper, The Panther. In addition to numerous other awards, The Panther has been inducted into the National Scholastic Press Association (NSPA) Hall of Fame.
- National Merit Scholars – Over just the past 3 years, Palmetto has had 29 finalists.
- National AP Scholars – Last year, 35 students qualified for this award by earning an average grade of 4 or higher on all AP Exams taken, and grades of 4 or higher on eight or more of these exams.
- North American Envirothon – In July of 2004, a team of students became the first team from Florida to win this national competition. In addition to trophies, students received a \$3,000 scholarship.
- Intel Science Talent Search – This award has been called the Junior Nobel Prize; Palmetto is one of 184 schools in the United States to have a Semifinalist in the 64th Annual Science Talent Search.
- AP Government -- Palmetto was recognized this year for having more Hispanics succeed in AP Government than any other school in the world.
- Foreign Language – In 2003, Our students in Japanese placed third in national competition; they consistently reach the championship level in Florida Regionals. Their teacher received the 2004 Duden Award for Teaching and Promoting German, as well as a Fullbright scholarship to New Zealand. On the National German Exam, our students have scored in the top ten I levels 3 and 4 for the last 4 years. In 2002, level 3 students were in the top 3.

Miami Palmetto Senior High is rightfully proud of its long legacy of achievements. Our school has been recognized time and time again for academics, athletics, and community service. In fact, because of our multitude of accomplishments, one of our themes has been that we are a perfect example of "History Repeating." This tradition may be a double edged sword, however. Two issues remain difficult challenges for us: reading and student attendance and behavior through leadership development. Because of the increased pressure of high stakes testing and accountability concerns, the improvement of reading achievement is a common goal for schools. The second area, student attendance and behavior, is equally important to us. A third focus, better instructional design, will support areas one and two.

School Foundation

Leadership:

According to results from the Organizational Performance Improvement Snapshot (OPIS), the staff's perceptions of the school's leadership are extremely positive (4.4 out of a possible 5). At Miami Palmetto Senior High School, the secret to our success is that school leadership is shared among all stakeholders.

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

District Strategic Planning Alignment:

As evidenced by the OPIS, Miami Palmetto Senior High School's faculty and staff firmly believe that their input in the planning process is regularly solicited and highly valued. One hundred eighty-four out of the 229 respondents indicated that they either strongly agree or agree that "as it plans for the future, my organization asks for my ideas." When it comes to issues that impact school improvement, the Palmetto family has a direct line both to and from the principal through various formal and informal structures: department chairpersons, leadership team and interdisciplinary subcommittees, student and parent subcommittees, vertical teams, Educational Excellence School Advisory Council (EESAC), Parent Teacher Student Association (PTSA), student council, and inter-club council (ICC). Further, fewer than 4% of OPIS respondents reported to be unaware of organizational plans or whether progress was being made towards schoolwide goals. The benefit of such participation for our organizational structure has been tremendous, as every voice is heard, and every stakeholder is involved in our entire instructional plan.

Stakeholder Engagement:

Miami Palmetto Senior High has always enjoyed a large percentage of overall parent and student involvement. Our PTSA and EESAC meetings as well as numerous school-sponsored functions are extremely and well attended. The open-door policy of the principal encourages all who wish to share feedback on the day to day operations of the school to do so.

Parent responses in the most recent climate survey demonstrate considerable satisfaction in many areas, and identify opportunities for improvement in others. Eighty-four percent of respondents agreed the school climate/atmosphere is positive and helps children learn. Over 70% of parents believe the school's teachers make learning interesting and relevant, and that ample supplies and/or materials are provided for learning, while 77% agree that Palmetto's students are being taught to think critically and reason out problems. Eight-one percent of students responded that they believe they are getting a good education at Palmetto.

Only 50% of parents felt that the school's teachers do their best to communicate matters pertaining to student progress, although this figure is up 14% from previous years. Interestingly, 76% of student respondents admitted that

teachers notify them of their progress. Additionally, the condition of the bathrooms continues to be an area that all stakeholders agree needs improvement.

Staff responses to the OPIS survey reflect a strong agreement that they are allowed to make decision to solve classroom problems and that "customers " are forthright with their requests (4.2).

Faculty & Staff:

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

Because Palmetto has traditionally employed an older staff, a large number of recent retirements have led to hiring many beginning teachers. In the past two years we have hired over 20 first-year teachers. Our new induction program for beginning teachers, "How to Be a Survivor on Teacher Island" has made a huge difference for our neophytes and veterans alike. Beginning teachers and their mentors meet monthly with the administrative staff to receive ongoing support and encouragement to help them succeed. Additionally, Palmetto has partnered with the University of Miami to become a "Professional Development School." Last year the school hosted seven UM interns completing their Associate Teaching, and another six completed their field experience with us. Currently, there are two interns, and another five are slated to join us at the semester.

Data/Information/Knowledge Management:

"In God we trust; all others, bring data" is our motto at Miami Palmetto Senior High. As an everyday practice, the school uses and has trained the staff to depend on analyzing multiple data to drive important decisions. Ongoing discussions are held with teachers regarding the implications of the SPI data and how to modify instruction accordingly. District-initiated assessment data are reviewed and compared with SPI data and class-based assessments. During 5x5's and the individual observation process, data-driven instruction is always part of the conversation. Each individual teacher reviews data during the observation process and as part of their professional development plans.

Student performance data (FCAT, Gates-McGinite, PSAT, AP, SAT, ACT, district and site-authored tests, etc.), grades through Principal Viewer, surveys, and disciplinary problems are reviewed immediately upon receipt. Attendance data for staff as well as students is monitored daily.

The assistant principal for curriculum has facilitated presentations for our school community in how to interpret everything from student performance data (NCLB, FCAT, PSAT, AP, SAT, ACT, SRI) to climate surveys, opinion inventories, attendance, demographic, scholarship, and athletic information, just to name a few examples. Further, our early release day inservices as well as our many on-site workshops place a significant emphasis on data analyses and how to use data to modify instruction. All stakeholders are involved in identifying our many strengths, opportunities for improvement, and plans for reaching our schoolwide goals.

Education Design:

Palmetto's Leadership Team includes representatives from different departments to offer a variety of expertise and

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

Because of its fidelity to the inclusion of all stakeholders, Palmetto has been asked to present our interpretation of the SACS school improvement model at numerous local, state, and national conferences. Our model has become a celebration of pride, accomplishments, and commitment-a pep rally for all stakeholders. Much of the heightened school spirit and staff morale may be attributed to the collaboration and articulation that SACS has inspired at Palmetto , and we look forward to continuing this approach to school improvement.

Performance Results:

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

Miami Palmetto's dropout rate (1.6%) and mobility index (14) have decreased each year, while our percentage of economically disadvantaged students has increased; Twelve percent of Palmetto students currently receive free/reduced lunch.

The 2005 Adequate Yearly Progress (AYP) Report indicates that 82% of seniors graduated in 2004. That year, our senior class was offered \$8,805,704 and accepted \$3,648,570 in scholarship money.

In 2004, 1,736 Palmetto students participated in at least one co-curricular organization, with a racial diversity that closely mirrors that of our overall population. Approximately 25% of our student population participates in the school's athletic program.

Unfortunately, the number of students requiring disciplinary action for their behavior is at an all-time high. For the 2004-2005 school year, 1,029 Group I violations (primarily disruptive conduct, provocative language), 775 Group II violations (primarily defiance), and 130 Group III violations (primarily fighting) were reported. Additionally, 149 students were denied credit for courses last year due to excessive absences.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

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

Needs Assessment

An assessment of FCAT data reveals that 55% of ninth and tenth grade students are reading at proficiency level; however, 60% of students made learning gains. Fifty-four percent of the lowest quartile made adequate progress on the 2005 FCAT demonstrating a 12% increase from 2004. In 2005, the NCLB subgroups met 37% mastery level except for African American students, Economically Disadvantaged Students, LEP students, and Students with Disabilities.

Analysis of specific cluster data indicates that students in ninth grade are most successful with Comparisons and Main Idea/Authors Purpose, the latter showing improvement by 4%. Sixty-seven percent of this class attained proficient scores in Reference/Research and Words/Phrases. Still, the greatest area of instructional need for 9th grade students is in both. Assessment of the tenth grade FCAT Reading results by content area demonstrates that students are improving their skills in Words/Phrases evidenced by the increase of 4%. Tenth grade students need most improvement in Reference/Research.

Increased attention needs to focus on several of the subgroups identified in the No Child Left Behind (NCLB) report. While our White, Hispanic, and Asian students score well above the required levels, 24% of our African American, 25% of our Economically Disadvantaged, 15% of our LEP, and 31% of our Students with Disabilities are reading at

or above grade level.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, ninth and tenth grade students will demonstrate reading proficiency as evidenced by 57% scoring at or above Level 3 on the 2006 FCAT Reading.

Given instruction using the Sunshine State Standards, African American students will demonstrate proficiency, as evidenced by 44% scoring at or above Level 3 on the 2006 FCAT Reading.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will demonstrate proficiency, as evidenced by 44% scoring at or above Level 3 on the 2006 FCAT Reading.

Given instruction using the Sunshine State Standards, LEP students, will demonstrate proficiency, as evidenced by 44% scoring at or above Level 3 on the 2006 FCAT Reading.

Given instruction using the Sunshine State Standards, Students with Disabilities will demonstrate proficiency, as evidenced by 44% scoring at or above Level 3 on the 2006 FCAT Reading.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Comprehensive Researched-based Reading Plan.	Principal, APC, English Department Chairperson, Reading Coach	8/8/2005	5/19/2006
Establish reading libraries in all reading and English classrooms; additionally all reading classes will utilize a class set of high interest novels and/or nonfiction books each nine week period to supplement instruction.	Reading Coach	8/8/2005	5/19/2006
Continue to follow the NSSE's School Improvement Model and examine significant FCAT/NCLB/SPI reading data with relevant stakeholder groups, and use this data to drive differentiated instruction in English, reading, ESOL, and ESE classes.	APC, SACS Chairperson	8/8/2005	5/19/2006
Provide AIP's for all FCAT Level 1 Reading students.	APC, English teachers, Reading coach	9/30/2005	5/19/2006
Enroll all ninth grade Level 1 standard curriculum and ESE students in an Intensive Reading course using Read 180, a researched-based reading program, and co-teaching model with an ESE teacher and regular education teacher, to better instruct, monitor, and evaluate these students.	APC	8/8/2005	5/19/2006
Provide reading tutoring before, during, and after	English Department Chairperson	8/8/2005	5/19/2006

school by English/reading teachers and student mentors from English Honor Society using FCAT Explorer			
Utilize school site CRISS trainer to train new teachers and expand an interdisciplinary core of CRISS-trained teachers to use the five pre-selected research-based, effective reading/writing strategies.	APC, CRISS Trainer	8/8/2005	5/19/2006
Continue to use the vertical team model to improve the level of instruction in regular classes and identify students with the potential to succeed in more advanced classes, and encourage them to enroll in more challenging courses for the 2006-2007 school year.	APC, English Department Chairperson	8/8/2005	5/19/2006

Research-Based Programs

Palmetto's schoolwide approach to teaching reading follows the national model NCLB: Improving Student's Reading in Upper Grades and the State's Comprehensive Reading Plan. To meet these requirements, the school has implemented the Read 180 program for all Level 1 readers in the ninth grade. Additionally, all intensive reading classes, including ESE, use the state-adopted Great Source Readers and Source Books. All English teachers use the following state-adopted textbooks aligned with state and national standards: Holt, Rhinehart & Winston, Glencoe/McGraw Hill, and McDougal Littell. ESE classes address the five areas identified by the National Reading Panel. The support facilitation Inclusion Model is recognized by the Council for Exceptional Children.

Professional Development

CRISS training and follow-up training will be on-going. Training in Student Performance Indicators (SPI) will be mandatory for all teachers. Training in FCAT basics and updates through "How the Test Was Won" and schoolwide professional development will be facilitated. District professional development opportunities will be offered to all teachers.

Evaluation

The 2006 FCAT Reading scores will indicate the percentage of ninth and tenth grade students scoring at or above Level 3 in Reading. For benchmarking purposes, the District's Interim Testing will be administered as directed. Students at Levels 1 and 2 will be given the Gates-McGinite test bi-annually, at the beginning and end of the school year. The quarterly Oral Reading Fluency Test (ORFT) will be administered to all Level 1 and 2 students as well as eleventh and twelfth grade re-takers. Students who do not demonstrate adequate progress on the Oral Reading Fluency Test (ORFT) will then take the Diagnostic Assessment of Reading (DAR) to target students' individual needs. Additionally, students' grade reports will be analyzed and monitored.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

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

Needs Assessment

Analysis of the 2005 FCAT Math data indicate that 79% of ninth and tenth grade students met high standards, and 79% made learning gains. Both of these figures have increased from the previous year. However, study of data disaggregated by sub-group reveals where there is definite room for improvement. Palmetto's White, African American, Hispanic, Asian, Economically Disadvantaged and LEP students all met national guidelines with respect to the percentages scoring at or above grade level in math; only Students with Disabilities did not meet AYP guidelines. Special interventions targeting students in regular level and ESE classes will need to be employed to reach these students.

Among the ninth grade students, all five math clusters are above 50%, with Geometry being the weakest at 55%. This trend is to be expected since many 9th grade students are in Algebra 1 classes, and have never taken geometry. Ninth grade students overall made great strides in math, with particularly strong growth in Algebraic Thinking. Tenth grade students showed significant growth in all five content areas with a significant growth in Number Sense and Data Analysis and Probability. The greatest need for these students is in Geometry, followed by Measurement and Algebraic Thinking.

For the eleventh and twelfth grade students who have not yet passed the FCAT in math, a pull-out program, an after-

school tutorial program as well as the FCAT Saturday academy is being implemented. Math teachers are also providing additional assistance for these students based on Student Performance Indicators (SPI).

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

Measurable Objective

Given instruction using the Sunshine State Standards, ninth and tenth grade students will demonstrate mathematics proficiency by 81% scoring at or above Level 3 on the 2006 FCAT Mathematics.

Given instruction using the Sunshine State Standards, Students with Disabilities, will demonstrate mathematics proficiency by 50% scoring at or above Level 3 on the 2006 FCAT Mathematics.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide peer tutors (math mentors) to students comprising the lowest performing on the 2005 FCAT Math, with particular focus on students in subgroups identified by "No Child Left Behind."	All math teachers	8/8/2005	5/19/2006
Simulate FCAT-type questions on tests and homework to establish familiarity and acquire skills with the SSS tested benchmarks in math.	All math teachers	8/8/2005	5/19/2006
Utilize honor students in an after-school tutoring program that will emphasize the inclusion of minority students.	Mu Alpha Theta (Math Honor Society)	8/8/2005	5/19/2006
Hire two master math teachers to coordinate a resource pull-out for low performing students.	Principal, APC	8/8/2005	5/19/2006
Continue the practice of scheduling ESE students in general education classrooms.	APC, ESE Department Chairperson, Assist Coordinator	8/8/2005	5/19/2006
Use of Strategy Instruction Model (SIM) to support varied learning.	ESE teachers	8/8/2005	5/19/2006
Provide after school tutoring for Students with Disabilities (SWD) with an ESE Math teacher to provide specialized instruction.	ESE math teachers	8/8/2005	5/19/2006
Provide Algebra I Cognitive Math Tutor Program to ninth grade students.	Algebra I teacher	8/8/2005	5/19/2006
Utilize statistical analysis of the FCAT results available through the District's Information Clearinghouse to identify strengths and weaknesses of individual students.	APC, Math Department Chairperson	8/8/2005	5/19/2006
Provide AIP's for FCAT Level 1 Math students.	APC, Math department	9/30/2005	5/19/2006

Research-Based Programs

To ensure Miami Palmetto students are receiving the tools they will need for success in math, Best Practices: Mathematics (PSEA) and illuminating NCTM's Principles and Standards for School Mathematics are used. Additionally, Glencoe Geometry and Prentice Hall Algebra 1 and Algebra 2 are the state-adopted textbook series being used to promote mastery of both state and national standards.

Professional Development

All math teachers will be trained in using the district's Student Performance Indicators (SPI), NCLB, PSAT, and AP data to better meet student's needs. The regular and ongoing sharing of best practices will also continue, as will FCAT training. Additionally Annenberg/CPB and training in the importance of equity and sensitivity will be provided.

Evaluation

The 2006 Florida Comprehensive Assessment Test mathematics score reports will indicate the percentage of ninth and tenth grade students scoring at Level 3 or above in Math. For benchmarking purposes the District's Interim Mathematics Assessments will be utilized.

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

Miami-Dade County Public Schools

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

Needs Assessment

Palmetto Senior High School's mean score on the 2005 Florida Writing Assessment Test is 4.0. Students earned an average of 4.0 on the expository prompt and 4.1 on the persuasive prompt with 99% of students testing. Overall, 89% of students demonstrated high standards. This demonstrates a 5% decrease of students meeting proficiency in Writing from 2004. According to AYP, all subgroups scores improved their performance in writing by achieving well over the target increase of 1%. Data reveal that 87% of African American students (12% better than in 2004), 87% of Economically Disadvantaged students (17% better than in 2004), 82% of LEP students (24% better than in 2004), and 83% of Students With Disabilities (20%) improved by 1% in 2005. It is imperative that reading and writing be taught together, since research shows the inherent connection between the two.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N 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, all tenth grade students will demonstrate high standards in writing as evidenced by 89% scoring at or above 4.0 on the 2006 FCAT Writing.

Given instruction using the Sunshine State Standards, all subgroups will show 1% improvement according to NCLB requirements.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Train all content area teachers to use Students Performance Indicators (SPI) to identify strengths and weaknesses in individual students, and use this data to drive instruction.	APC, SACS Chairperson	8/8/2005	5/19/2006
Continue to use the vertical team model and curriculum mapping to increase the level of instruction in regular classes and identify students with the potential to succeed in more advanced classes.	APC, English Department Chairperson	8/8/2005	5/19/2006
Utilize the District's sample anchor papers from the 2005-06 FCAT Writes pretest to familiarize students with the scoring rubric and to demonstrate strengths and weaknesses of students writing.	APC, English Department Chairperson	8/8/2005	5/19/2006
Continue to follow the NSSE's School Improvement Model and examine significant FCAT/NCLB writing data with all the stakeholder groups.	APC, SACS Chairperson	8/8/2005	5/19/2006
Require students to write a formal writing assignment on a weekly basis and provide students with a Writing Log Record Sheet on which students record portfolio entry dates, types of writing, and methods of assessment.	English Department Chairperson	8/8/2005	5/19/2006
Utilize graphic organizers, such as listing, Venn diagrams, mapping, and clustering, teachers will encourage students to clearly arrange their thoughts before beginning to write.	English Department Chairperson	8/8/2005	5/19/2006
Provide writing tutoring after school by English teachers and student volunteers from advanced classes.	English Department Chairperson	8/8/2005	5/19/2006

Research-Based Programs

All teachers use the following state-adopted textbooks and supplementary materials aligned with state and national standards: Holt Rinehart & Winston, Glencoe/McGraw Hill, and McDougal Littell.

Professional Development

Continue the sharing of best practices and analysis of students work through Vertical Teaming. Pursue training for English Teachers in Spandel's Six Traits of Writing. Continue sending teachers to any writing related District workshops.

Evaluation

The 2006 FCAT Writing test score reports will indicate the percentage of tenth grade students scoring at or above a Level 4.0 in writing. For benchmarking purposes, the District's pre and post FCAT practice writing prompts, as well as the practice FCAT Writes multiple choice writing tests will be administered in the fall and spring.

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

Miami-Dade County Public Schools

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

GOAL 4 STATEMENT:

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

Needs Assessment

Results of the 2005 eleventh grade Science FCAT indicate a mean score of 319. This is 3 points lower than the 2004 mean score. No achievement levels have been set for this test. However, the assessment of the data reveals that Miami Palmetto Senior High school has the 4th highest mean score in the Miami-Dade County, with the only schools achieving higher scores being magnet schools. Palmetto's scores on all four content cluster areas are significantly higher than both the county and state mean.

On average, students performed best in the areas of Earth/Space (64%) and Scientific Thinking (67%). However, this shows a decrease from the tenth grade scores in the area of scientific thinking. Students performed at 50% on the Life/Environmental cluster, a decrease of 10% over the tenth grade results. Results remain unchanged (50%) on the Physical/Chemical cluster.

The NCLB subgroups have not been disaggregated for the Science FCAT.

Measurable Objective

Given instruction using the Sunshine State Standards, students in eleventh grade will improve their science skills as evidenced by meeting or exceeding the District mean scale score on the 2006 administration of the Science FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide teachers with the science FCAT assessment data from the 2005 administration.	APC, Science Department Chairperson	8/15/2005	8/15/2005
Implement classroom activities including, but not limited to, science process skills, laboratory activities, cooperative learning groups, problem solving and high order thinking skills.	Science Department Chairperson	8/8/2005	5/19/2006
Incorporate science-based reading and writing activities in Earth/Space, Physical Science and Chemistry classes.	Science Department Chairperson	8/8/2005	5/19/2006
Provide veteran teacher mentors to serve on Professional Growth Teams for beginning science teachers.	APC	8/8/2005	5/19/2006
Assign an ESE teacher to provide in-class support to Students with Disabilities in Physical Science classes.	APC, ESE Department Chairperson	8/8/2005	5/19/2006
Utilize planning sessions for Biology, Earth/space and Chemistry teachers to share best practices and plan activities using research based texts and supplemental materials that incorporate science skills.	APC, Science Department Chairperson, science teachers	10/7/2005	5/12/2006
Plan and implement options associated with the Fairchild Challenge, a competitive, multidisciplinary, environmental educational outreach program.	Art, Debate, Language Arts, Performing Arts, Biology and Environmental Science, and Web Design teachers	9/28/2005	5/12/2006

Research-Based Programs

The science department relies on the National Academy of Science's Science Education Program Standards as the benchmark for high quality instruction in this field. The Earth/Space Science and Biology Programs utilize Prentice Hall's textbook series which address each of the Sunshine State Standards as well as national standards. The support facilitation Inclusion Model is recognized by the Council for Exceptional Children.

Professional Development

Teachers will be trained to use the Student Performance Indicators (SPI) database to evaluate students' strengths and weaknesses in FCAT Reading, Math, and Science. Inservice training will also be provided in CRISS and curriculum mapping. Additionally, teachers will be provided opportunities to attend local, state, and national science related conferences and seminars to enhance their understanding of national science trends.

Evaluation

The 2006 Science Florida Comprehensive Assessment Test score reports will indicate the mean scale score in science for eleventh grade students. For benchmarking purposes the student grades and site-authored assessments will be analyzed.

GOAL 5: PARENTAL INVOLVEMENT

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

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

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

GOAL 5 STATEMENT:

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

Needs Assessment

PTSA membership has declined over the last few years, with limited participation by our minority parents. Feedback from PTSA and EESAC indicate that communication between the school and home is in need of improvement.

Examination of the NCLB data reveals a substantial disparity among the performance levels of our different ethnic groups. Minority students and in particular black non-Hispanic students scored considerably lower than white non-Hispanic students on reading, math and writing components on the FCAT. Research demonstrates the importance of the connection between family involvement and student achievement.

Measurable Objective

Given the schoolwide emphasis on parental and community involvement, communication between the school and home will improve as evidenced by a 2% increase in the membership to the PTSA over last year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Expand and promote the Parent Resource center in the Media Center.	CAP counselor, Media Specialist	8/17/2005	5/17/2006
Provide all stakeholders with Student Code of Conduct, agenda books, and discipline procedures.	Principal, Assistant Principals	8/8/2005	10/14/2005
Continue to use a parent subcommittee to discuss pertinent issues related to school performance excellence, as part of the SACS School Improvement model.	Principal, Leadership Team, SACS Chairperson Chairperson, Parent Subcommittee	8/3/2005	5/19/2006
Increase parent communication through the school web site and email notices.	PTSA board members,school web master	8/17/2005	5/17/2006
Conduct PTSA meetings during morning and evening hours to encourage a more diverse parent base.	PTSA	8/17/2005	5/17/2006
Provide specific informational opportunities and workshops for parents about FCAT, "Night of Teen Experts", Curriculum Fair, Senior/Junior parent night and other school related topics, during evening hours.	Principal, Assistant Principals, Department Chairpersons, Counselors, TRUST counselor, FCAT Coordinator, and Activities Director	8/8/2005	5/24/2006

Research-Based Programs

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

Professional Development

Members of PTSA and EESAC will research and disseminate information and promote discussions relating to school climate and Structures to Support Parent Involvement.

Evaluation

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

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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<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 6 STATEMENT:

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

Needs Assessment

Subcommittee discussions have reinforced the need for consistency with respect to enforcement of schoolwide discipline, especially attendance and truancy issues.

According to our most recent climate survey 89 % of the staff, 70 % of the students and 66% of the parents report feeling safe at this school. Over 80 % of all respondents report the overall school climate as being good. A daily attendance rate of 93.17 % during the 03-04 school increased to 93.68% during the 04-05 school year, showing an increase of .51 % over the last two years, and making us 12th in our region. For the 2004-2005 school year, 149 students had their academic credits withheld due to excessive absences. Absenteeism, particularly with our ninth and tenth grade students, continues to be a serious challenge.

During the 2004-2005 school year, over 340 students were suspended during the first semester.

According to the NSSE's Survey of Goals for Student Learning, the issue of personal and social responsibility remains a priority for improvement, especially with respect to demonstrating an understanding of responsibility for global and environmental issues, as well as acting as a responsible citizen in the community.

Measurable Objective

Given an emphasis on a safe and orderly environment, violation of School Code of Conduct will improve as evidenced by a 5% reduction in student case management reports of Group I – V violations as compared to the 2004-2005 Student Case Management Form.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide information about school discipline policies to all students at grade level orientations.	Principal, Assistant Principals	8/15/2005	8/19/2005
Seek alternatives to suspension to allow for instructional continuity.	Principal, Assistant Principals	8/8/2005	5/19/2006
Review, revise, and distribute the current discipline policies, and apply consequences consistently.	Principal, Assistant Principals	8/4/2005	5/26/2006
Implement the teaching of workplace ethics into all Career Pathways elective classes.	APC, Career Specialist, Career Pathways teachers	8/8/2005	5/19/2006
Train “Eight Habits of the Heart” students to work with ninth grade world history and English classes to reinforce school values and community responsibility.	Activities Director, APC	8/15/2005	5/19/2006
Promote and advertise the identification badge program as an essential part of school safety.	Principal, Assistant Principals	8/8/2005	5/26/2006
Provide Peer Mediation instruction to a pre-identified group of students that can be used to assist other students with conflict resolution.	Administrator, Student Services chairperson	10/10/2005	5/19/2006
Utilize the Parent Viewer feature of the electronic gradebook to automatically email parents when their children's grades and/or attendance become unsatisfactory.	Principal, Assistant Principal, APC, Gradebook Manager	10/10/2005	5/19/2006

Research-Based Programs

Peer Mediation and materials from the Building Community Institute program using “The Eight Habits of the Heart,” specifically designed for leadership development.

Professional Development

Provide in-service training for Peer Mediators in handling conflict resolution. Train “Eight Habits of the Heart” students to learn about leadership development and provide preparation for teaching ninth grade students about school values and the community.

Evaluation

The Student Case Management report for 2005-2006 will be the primary basis for evaluation. For benchmarking purpose, the school will continue to monitor attendance rates, suspension record, SCSI, exclusion hall and Saturday school attendees, and analyze results of the ninth grade school values survey. Analyze latest school climate survey when it becomes available.

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 type="checkbox"/>

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

GOAL 7 STATEMENT:

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

Needs Assessment

Based on the 2004 STaR School Profile, the areas demonstrating the greatest opportunities for improvement are in Providing 21st Century Learning Tools, 21st Century Classrooms, and Professional Development in the area of technology.

In recent years staff turnover has translated into teachers with vastly varying comfort levels when it comes to technology. Oftentimes our professional development is so focused on training that will directly and immediately impact test scores that areas such as technology are neglected.

Measurable Objective

Given emphasis on the use of technology in education, 100% of the teachers will attend a minimum of two professional development trainings relating to incorporating technology into the classroom and improving computer literacy and/or technological proficiency as documented by sign-in rosters.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the technology team as a cadre of trainers to lead staff inservices in email and e/pop (instant messaging) skills and etiquette.	APC, Technology Team	8/5/2005	5/19/2006
Administer a technology survey to determine what specific technology training the staff feel would benefit them the most.	APC, Technology Team	11/1/2005	12/9/2005
Provide staff training in using electronic progress reports and failure notices, in addition to many of the specialized reports offered by Excelsior Pinnacle.	APC, Gradebook Manager, Technology Team	8/15/2005	5/19/2006
Train the staff to access their classes' Student Performance Indicators (SPI) data and use it to drive instruction.	APC, Department Chairpersons	8/22/2005	5/19/2006
Update the current technology plan.	APC, Technology Team	10/10/2005	12/9/2005

Research-Based Programs

N/A

Professional Development

Extensive professional development is needed in the following areas:

Student Performance Indicators (SPI)

Excelsior Gradebook

Yourclasspage.com

Email

e/pop

Incorporating technology into the classroom

Evaluation

Sign-in rosters will reflect staff participation in at least two professional development technology trainings. In order to demonstrate the benefits of staff trainings in the area of technology, the 2005 STaR School Profile will reflect higher levels of achievement as evidenced by progressing from the "Intermediate" stage to the "Advanced" stage in the area of professional development.

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

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

GOAL 8 STATEMENT:

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

Needs Assessment

Based on the 2004-2005 FITNESSGRAM results, students enrolled in Physical Education received 378 gold awards and 327 silver awards. This represents 75% of students enrolled during the February FTE date. This number indicates a decrease over the past two years both in enrollment and percentage of award recipients.

Measurable Objective

Given instruction in health and physical fitness, students enrolled in physical education classes will increase the total number of gold and silver “FITNESSGRAM” awards by 3% as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis.	PE Department Chairperson, PE teachers	8/19/2005	5/19/2006
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items	Administration	8/19/2005	5/19/2006
Develop an physical education action plan to insure input from the department to meet the fitness goals and objectives.	PE Department Chairperson, PE Department	9/1/2005	5/19/2006
Establish a schoolwide recognition program for students who achieve high levels of performance on physical fitness activities.	PE Department Chairperson, Physical Education/Health teachers	8/19/2005	5/19/2006
Administer a FITNESSGRAM pre-test to determine baseline measures	PE Department Chairperson	10/10/2005	11/1/2005

Research-Based Programs

Utilize the “FITNESSGRAM” program established in conjunction with Miami-Dade College Department of Physical Education and Health.

National Standards for Physical Education

Professional Development

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

Evaluation

Analyze 2005-2006 FITNESSGRAM program results for tested students. Summarize and report responses to school site wellness activities survey.

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

GOAL 9 STATEMENT:

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

Needs Assessment

The manner in which Palmetto has designed its co-curricular program has been thoughtful and deliberate, in that it is governed by the philosophy that teaching and learning extend beyond the classroom walls. Palmetto offers 248 electives courses, 79 service clubs, interest clubs, and honor societies.

This school year, because of the mandate to enroll all FCAT Reading Level 1 students into intensive reading classes, 586 students have lost their elective choices. This is a concern the entire state is facing.

Analysis of the membership rosters reveals that last year, 1,736 students participated in at least one co-curricular organization. Of these, 65% are white, 35% Hispanic, and 22% African American, which is closely representative of our student population. Interestingly, the gender breakdown of 53% female and 47% male in student activities mirrors our population as well.

Approximately 25% of the student population is involved in athletics; forty-eight percent of those are female and 52% are male. Our total student population is represented in our athletic program with 64% white, 19% African American, and 14% Hispanic participation.

Measurable Objective

Given the importance of school involvement and elective programs, the number of students participating in extra and co-curricular activities, as well as elective courses will increase for the 2005-2006 school year as compared to the 2004-2005 school year documented by club, athletic, and class rosters.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Analyze current student participation in extra and co-curricular activities.	Activities Director, APC, Leadership Team, Student Leadership Team	10/10/2005	5/19/2006
Add extra and co-curricular component to annual curriculum fair as part of the articulation process with feeder pattern middle school families.	APC, Activities Director, Athletic Director, Student Services Chairperson	11/1/2005	5/19/2006
Actively encourage students to participate in our extensive program through student-prepared public service announcements aired by the television production class.	Activities Director, club sponsors, television production teacher	8/15/2005	10/7/2005
Hold large group and class student orientations, club fairs for students and parents, and poster displays to increase participation in extra/co-curricular programs.	Activities Director, club sponsors, club officers	8/15/2005	10/7/2005
Plan articulation meetings with feeder pattern middle schools to promote electives programs.	APC, Student Services Chairperson	11/14/2005	1/31/2006
Assign upperclassmen for different electives programs as public relations ambassadors to promote and recruit incoming freshmen and sophomores for their programs.	APC, Student Services Chairperson, Activities Director, Department Chairpersons	12/12/2005	5/5/2006
Assign student representatives to accompany their foreign language teachers to the middle schools to promote the importance of second language acquisition.	Foreign Languages Chairperson, German teacher, Italian teacher, Japanese teacher	12/1/2005	1/17/2006
Continue to provide a scholarship fund for economically disadvantaged students to defray costs that may be incurred through membership in any school-sponsored organization, and waive fees and dues as necessary in order to permit participation by all interested students.	Activities Director, school treasurer	8/8/2005	5/19/2006

Research-Based Programs

N/A

Professional Development

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

Evaluation

The number of students enrolled in electives courses and involved in extra-co-curricular activities for the 2005-2006 school year will be measured by class roll sheets and membership 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.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

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

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Miami Palmetto Senior High School ranked at the 89 percentile on the State of Florida ROI index.

Measurable Objective

Miami Palmetto Senior High School will improve its ranking on the State of Florida ROI index publication from the 89 percentile in 2003 to the 90 percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide training in budget and fiscal management to EESAC.	Principal, EESAC Chairperson	8/22/2005	5/19/2006
Collaborate with the district on resource allocation.	Principal	8/8/2005	5/19/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/8/2005	5/19/2006
Consider shared use of facilities, partnering with community agencies.	Principal	8/8/2005	5/19/2006
Become more informed about the use of financial resources in relation to school programs.	Principal	8/8/2005	5/19/2006

Research-Based Programs

N/A

Professional Development

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

Evaluation

On the next State of Florida ROI index publication, Miami Palmetto Senior High School will show progress toward reaching the 90 percentile.

GOAL 11: GRADUATION (HIGH SCHOOLS ONLY)

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 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 type="checkbox"/>

GOAL 11 STATEMENT:

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

Needs Assessment

The Graduate Exit Interview conducted by the Career Specialist at the end of each year shows that Palmetto students consistently have ambitious plans for the future. Over a five-year period, an average of 94.4% of students plan to pursue post-high school graduation study through attendance at colleges and universities or through technical and military training. The increase from 2002-03 to 2003-04 in the 4-year college or university category may be explained in part by a change of status for Miami Dade College (it is now included in the four-year statistics). In that same time period, the number of students planning to attend out-of-state universities increased dramatically from 90 to 120 students.

Palmetto continues to lead the district in the amount of scholarship monies offered to seniors. In 2004, scholarships awarded increased by \$2,709,535.00, or 45.4% over the previous year, making it the second largest increase in a five-year period.

Measurable Objective

Given direction with respect to the importance of a attaining high school diploma, the graduation rate will increase by 2% for the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Analyze graduation and dropout rate statistics.	Principal, APC, ESE Program Specialist, Leadership Team	8/15/2005	5/19/2006
Continue to interview and track students who exit high school.	Career Specialist	4/3/2006	5/19/2006
Work with student services to provide students who are unsuccessful with the traditional high school model with alternative educational opportunities.	Principal, Assistant Principals, Student Services	8/8/2005	5/19/2006
Continue close relationship with Adult Education/Community School to provide students with opportunities to make up credits or seek additional academic assistance during seventh period or evening classes.	Principal, APC, Student Services	8/8/2005	5/19/2006
Promote Florida Virtual Schools as another viable option for students who may be short of the credits needed for graduation.	Student Services department	8/8/2005	5/19/2006
Notify parents of students whose academics and or attendance has put their graduation status in jeopardy.	Student Services, teachers of seniors	11/30/2005	4/28/2006
Complete the SSR Readiness Profile.	Career Specialist	1/2/2006	5/19/2006
Attend the National Academy Foundation (NAF) Leadership Summit on November 2-3, 2005.	APC, Career Specialist	11/2/2005	11/3/2005
Research community partnerships associated with career/academy theme.	Student Services Chairperson, Vocational Department Chairperson, Business Department Chairperson	8/19/2005	1/9/2006

Research-Based Programs

For 2005-2006, the Secondary School Reform (SSR) Framework is in Phase II, which is the beginning of the design of themed/career path based academies (grade ten through twelve) to be implemented in school year 2006-2007. Secondary reform research indicates that the creation of small learning communities in high schools will produce higher achievement levels, higher graduation and lower dropout rates.

Professional Development

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

Evaluation

The 2005-2006 graduation rate will indicate the number of students graduating and their future plans. For benchmarking purposes, the Graduate Exit interviews will be analyzed in the spring.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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>

Budget:

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

Training:

The EESAC recognizes the need for staff development and will provide the funds for schoolwide professional development to aid in the support of the SIP.

Instructional Materials:

After reviewing the school budget, EESAC recommends funding for instructional materials needed to support the SIP.

Technology:

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

Staffing:

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

Student Support Services:

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

Other Matters of Resource Allocation:

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

Benchmarking:

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

School Safety & Discipline:

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

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