
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 6701 - Palmetto Middle School

FeederPattern: Miami Palmetto Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Lisa Noffo

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Palmetto Middle School

Palmetto Middle School serves approximately 1687 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 over 180 students in the Special Education Program (SPED). Over sixty-four 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 to special education classes. During the school's articulation process, a team of teachers, including general and SPED, 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 2006-2007 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 78 percent of students scoring at Level 3 or above on the 2007 administration of the FCAT Reading test.

Given an emphasis on Sunshine State Standards, African-American students will improve their reading skills as evidenced by 51 percent of students scoring at Level 3 or above on the 2007 administration of the FCAT Reading test.

Given an emphasis on Sunshine State Standards, Students with Disabilities will improve their reading skills as evidenced by 51 percent of students scoring at Level 3 or above on the 2007 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 76 percent of students scoring at Level 3 or above on the 2007 administration of the FCAT Mathematics test.

Given emphasis on Sunshine State Standards, African-American students will improve their math skills as evidenced by 56 percent of students scoring at Level 3 or above on the 2007 administration of the FCAT Mathematics test.

Given an emphasis on Sunshine State Standards, Economically Disadvantaged students will improve their math skills as evidenced by 56 percent of students scoring at Level 3 or above on the 2007 administration of the FCAT Mathematics test.

Given an emphasis on Sunshine State Standards, Students with Disabilities will improve their math skills as evidenced by 56 percent of students scoring at Level 3 or above on the 2007 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 90 percent of students scoring at Level 3.5 or above on the 2007 administration of the FCAT Writing Plus test.

Given an emphasis on Sunshine State Standards, students in grade 8 will improve their individual science scores as evidenced by 70 percent of students scoring at Level 3 or above on the 2007 administration of the FCAT Science test.

Given an emphasis on Parental Involvement, 50 percent of parents will Strongly Agree that the school provides an overall positive climate or atmosphere as evidenced by the 2006-2007 School Climate Survey.

Given school wide emphasis on safety, the school will reduce overall suspensions by 10 percent as evidenced by the COGNOS District reporting system.

Given the emphasis on technology, Palmetto Middle School will increase the use of technology as an instructional tool by expanding various programs such as READ 180, Accelerated Reader, and increasing the number of Smart Boards available in rooms.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, 77 percent of students in grades six through eight taking Physical Education will pass five out of six components on the 2006-2007 administration of the FITNESSGRAM Test, increasing the amount of gold awards.

Given emphasis on the Sunshine State Standards and the need to improve reading scores, 35 percent of all current students scoring a Level 1 or 2 on the 2005-2006 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 2004 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 4.2 to a 3.9 with 74 percent of all responses scoring 4.0 or above. 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 7e- "My work locations removes things that get in the way of progress." 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 faculty survey program. The survey will focus on the areas of curriculum, school safety and overall faculty concerns. The data results from the survey will provide teachers and staff with the insight needed, enabling them to network and assist administration with ensuring that issues do not get in the way of progress.

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 encourages 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, "Lancers LEAD." LEAD is an acronym for Leadership, Excellence, Academics, & Discipline: the four pillars of Palmetto Middle.

School Demographics

Palmetto Middle School serves approximately 1687 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 access to all of the classrooms and to the media center.

This school employs a total of one hundred and thirty eight staff members. Of this group, four are administrators, 87 are classroom teachers, two are media specialists, four are guidance counselors, five are classroom paraprofessionals, ten are clerical employees, eight are cafeteria workers, seven are school security monitors and eleven are custodial service workers. The staff consists of 43 percent White, 17 percent African-American, and 36 percent Hispanic. Of the teaching staff, nineteen are new to this school, and the length of time teaching in Florida averages twelve years. Over fifty percent have advanced degrees. Currently six teachers are National Board Certified.

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, Florida Five Star Award, Gold School Award Winner (10 years), Superintendent's Award, PROUD Award School, Arts for Learning School, Math and Science State 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.

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

Leadership:

Results on the Leadership section of the OPIS indicate that staff 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 3.9 was received.

District Strategic Planning Alignment:

Results on the Strategic Planning section of the OPIS indicate that staff Agrees that goals and objectives are analyzed and involves employees in the development of these goals. An average score of 3.6 was received.

Stakeholder Engagement:

Results on the Customer and Market Focus section of the OPIS indicate that staff Agrees that the level of satisfaction of its customers are addressed. An average score of 4.2 was received.

Faculty & Staff:

Results on the Human Resource Focus section of the OPIS indicate that staff Agrees that there is a team approach to the overall function of the school. An average score of 3.9 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 Agrees that they have the knowledge and ability to utilize data to monitor their progress. An average score of 4.2 was received.

Education Design:

Results on the Process Management section of the OPIS indicate that staff 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 3.8 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 1 and 2, particularly those students who cannot participate before or after school.

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 Agrees that Palmetto Middle School considers the talents and abilities of its staff for the success of the organization. An average score of 3.8 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Reading achievement will improve for all NCLB groups.

Needs Assessment

An assessment of data reveals that 77 percent of sixth, seventh, and eighth grade students are reading at or above Level 3; specifically 82 percent in grade six, 77 percent in grade seven, and 70 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 which showed percentages 75 in grade 6, 67 in grade 7 and 61 in grade 8. An assessment of data reveals that 43 percent of the African-American student population scored at or above grade level in reading. The federal requirement of a minimum of 51 percent indicates at least a 8 percent expected improvement. An assessment of data reveals that 38 percent of the Students with Disabilities population scored at or above grade level in reading. The federal requirement of a minimum of 51 percent indicates a 13 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 78 percent of students scoring at Level 3 or above on the 2007 administration of the FCAT Reading test.

Given an emphasis on Sunshine State Standards, African-American students will improve their reading skills as evidenced by 51 percent of students scoring at Level 3 or above on the 2007 administration of the FCAT Reading test.

Given an emphasis on Sunshine State Standards, Students with Disabilities will improve their reading skills as evidenced by 51 percent of students scoring at Level 3 or above on the 2007 administration of the FCAT Reading test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue the implementation of the Accelerated Reader based on the STAR.	All Instructional Staff	9/4/2006	5/28/2007	District-wide literacy plan	\$0.00
Continue the implementation of CRISS Strategies.	All Teachers	8/14/2006	5/28/2007	Continuous Improvement Model	\$0.00
Reduce class size to provide more effective instruction by decreasing student to teacher ratio.	Principal	8/14/2006	5/28/2007	Small Learning Communities	\$0.00
Group all Level 2 students homogenously into Language Arts classes to allow for intensive instruction with a particular emphasis on deficient content clusters.	Language Arts Teachers Curriculum Administrator	8/14/2006	5/28/2007	Continuous Improvement Model	\$0.00
Develop cultural literary circles in order to develop student interest in reading diversity.	Language Arts Teachers Reading Teachers Reading Coach	10/9/2006	5/28/2007	Continuous Improvement Model	\$0.00
Continue team teaching in an inclusion setting for Students With Disabilities in order to provide appropriate strategies for student learning.	Language Arts Teachers ESE Teachers	8/14/2006	5/28/2007	Inclusion	\$0.00
Continue intensive reading classes for all Level 1 and 2 students, and Intensive Reading Plus for Level 1 students, as delineated in the CRRP.	Reading Teachers	8/21/2006	5/28/2007	District-wide literacy plan	\$0.00
Use Student Performance Indicators (SPI) database to identify and monitor students using the Continuous Improvement Model	All Teachers	9/4/2006	5/28/2007	District-wide literacy plan	\$0.00

(CIM) and provide additional staff training.					
Provide an FCAT Explorer pull-out program that will target all Level 1 and 2 students.	FCAT Paraprofessional Curriculum Administrator	10/16/2006	4/20/2007	District Strategic Plan	\$0.00
Participate in a three day FCAT Blitz for all Level 2 students with an emphasis on specific content cluster reviews.	Language Arts Teachers Reading Teachers Reading Coach	8/14/2006	5/28/2007	Small Learning Communities	\$0.00
Utilize Edusoft for report interpretation on interims and assessment creations.	Teachers Principal	9/11/2006	5/28/2007	District Strategic Plan	\$0.00
Increase supplemental reading levels through Language Arts classes for Gifted and Advance students.	Language Arts Teachers	08/15/2006	05/28/2007	District Strategic Plan	\$0.00
Expand the READ 180 Program to include all Students With Disabilities in the reading program.	ESE Teacher Reading Teacher	8/14/2006	5/28/2007	District-wide literacy plan	\$0.00

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. Edusoft training for report interpretation on interims and assessment creations.

Evaluation

These objectives will be evaluated utilizing the results of the 2007 FCAT Reading test as compared to 2006. Ongoing monitoring will take place via the district interim assessments and the MAZE testing. The READ 180 and STAR reports will be used to compare students' pre-test and post-test scores. Results from the FCAT pull-out tutoring program will be analyzed. 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Mathematics achievement will improve for all NCLB groups.

Needs Assessment

An assessment of data reveals that 75 percent of students in grades 6, 7, 8 are still performing below grade level in math. Specifically; 72 percent in grade 6, 73 percent in grade 7, and 78 percent 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 Algebraic Thinking in grades 6 and 7 with students scoring at 50 and 56 percent and Geometry in grade 8 with students scoring at 42 percent. An assessment of data reveals that 42 percent of the African-American student population scored at or above grade level in math. The federal requirement of a minimum of 56 percent indicates at least a 14 percent expected improvement. An assessment of data reveals that 45 percent of the Economically Disadvantaged students scored at or above grade level in math. The federal requirement of a minimum of 56 percent indicates at least a 11 percent expected improvement. An assessment of data reveals that 36 percent of the Students with Disabilities scored at or above grade level in math. The federal requirement of a minimum of 56 percent indicates at least 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	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 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 math skills as evidenced by 76 percent of students scoring at Level 3 or above on the 2007 administration of the FCAT Mathematics test.

Given emphasis on Sunshine State Standards, African-American students will improve their math skills as evidenced by 56 percent of students scoring at Level 3 or above on the 2007 administration of the FCAT Mathematics test.

Given an emphasis on Sunshine State Standards, Economically Disadvantaged students will improve their math skills as evidenced by 56 percent of students scoring at Level 3 or above on the 2007 administration of the FCAT Mathematics test.

Given an emphasis on Sunshine State Standards, Students with Disabilities will improve their math skills as evidenced by 56 percent of students scoring at Level 3 or above on the 2007 administration of the FCAT Mathematics test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize District Quarterly Math Assessment to monitor students' progress.	Math Teachers Curriculum Administrator	8/14/2006	5/28/2007	District Strategic Plan	\$0.00
Develop and implement curriculum alignment maps and district Scope and Sequence.	Math Teachers	8/14/2006	5/28/2007	Transition and Articulation Programs	\$0.00
Reduce class size to provide more effective instruction by decreasing student to teacher ratio.	Principal	8/8/2006	5/28/2007	Small Learning Communities	\$0.00
Use Student Performance Indicators (SPI) database to monitor students using Continuous Improvement Model (CIM).	All Teachers	8/14/2006	5/28/2007	Continuous Improvement Model	\$0.00
Assign a member of the administrative team to monitor the progress of the subgroup.	Curriculum Administrator	8/14/2006	5/28/2007	Academic Teams	\$0.00
Participate in a three day FCAT Blitz for all Level 2 students with an emphasis on specific content cluster reviews.	Math Teachers	2/13/2007	2/15/2007	Small Learning Communities	\$0.00
Provide an FCAT Explorer pull-out program that will target all Level 1 and 2 students.	FCAT Paraprofessional Curriculum Administrator	10/16/2006	4/20/2007	District Strategic Plan	\$0.00
Utilize Edusoft for report interpretation on interims and assessment creations.	Teachers Principal	09/11/2006	05/28/2007	District Strategic Plan	\$0.00
Increase projected based learning task for	Math Teachers	08/14/2006	05/28/2007	District Strategic	\$0.00

Gifted and Advance students that will promote the use of higher level thinking skills.		Plan	
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Research-Based Programs

Core Math Program by Glencoe series, Comprehensive Math Assessment by Options Publishing, Additional Resources used for intervention groups: FCAT Explorer and 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 and Riverdeep. Edusoft training for report interpretation on interims and assessment creations.

Evaluation

This objective will be evaluated utilizing the results of the 2007 FCAT Mathematics test. Results from the FCAT pull-out tutoring program will be analyzed. Ongoing monitoring will take place via the district interims.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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 88 percent of grade eight students are scoring at a 3.5 or above Level on the FCAT Writing. Annual Yearly Progress data indicates that our Students with Disabilities population is in need of additional assistance. An assessment of data reveals that 81 percent of grade eight Students with Disabilities are meeting high standards on the FCAT Writing which is a decrease from the 85 percent in 2005. Further analysis of the data indicates that additional emphasis needs to be given on the Persuasive prompt as 23 percent scored below a Level 3.5.

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 an emphasis on Sunshine State Standards, students in grade 8 will improve their individual writing skills as evidenced by 90 percent of students scoring at Level 3.5 or above on the 2007 administration of the FCAT Writing Plus test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop and implement curriculum alignment and rubric scoring to ensure uniformity of instruction and assessment.	Language Arts Teachers	8/14/2006	5/28/2007	Continuous Improvement Model	\$0.00
Use Student Performance Indicators (SPI) database to monitor students using the Continuous Improvement Model (CIM).	All Teachers	8/14/2006	5/28/2007	Continuous Improvement Model	\$0.00
Establish baseline data and provide a teaching tool utilizing the District provided FCAT Writing Plus pretest and post test to monitor student progress.	Language Arts Teachers	8/14/2006	5/28/2007	District-wide literacy plan	\$0.00
Provide professional development opportunities for teachers with the Writing Traits program.	Language Arts Teachers Curriculum Assistant Principal	10/2/2006	5/7/2007	District Strategic Plan	\$0.00
Continue implementation of the Write Traits across the curriculum and provide training.	Language Arts Teachers	8/14/2006	5/28/2007	District-wide literacy plan	\$0.00
Provide staff training in accessing data in order to provide detailed student data increasing awareness of specific student needs using the rubric and the persuasive and expository prompts.	All Teachers Principal	10/16/2006	5/28/2007	District Strategic Plan	\$0.00

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 2007 FCAT Writing Plus test as compared to 2006. Administer District provided pre and post tests.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

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 2006. Further analysis of the data indicates that additional emphasis should be placed in the Physical/Chemical as 55 percent of the students scored at or above Level 3.

Measurable Objective

Given an emphasis on Sunshine State Standards, students in grade 8 will improve their individual science scores as evidenced by 70 percent of students scoring at Level 3 or above on the 2007 administration of the FCAT Science test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize members of the community to assist students in Bridges to Career.	Science Teacher	10/23/2006	4/23/2007	School-to-Career	\$0.00
Develop and implement curriculum alignment to ensure uniformity of instruction, following Scope and Sequence.	Science Teachers	8/14/2006	5/28/2007	Continuous Improvement Model	\$0.00
Utilize site-authored science assessment to monitor student performance and adjust instructional programs, using the Continuous Improvement Model (CIM).	Science Teachers Curriculum Administrators	8/14/2006	5/28/2007	Academic Teams	\$0.00
Share FCAT science scores, materials, and benchmarks to target instruction during department meetings.	Science Teachers and Department Head	8/14/2006	5/28/2007	District Strategic Plan	\$0.00
Reduce class size to provide more effective instruction by decreasing student to teacher ratio.	Principal	8/8/2006	5/28/2007	Small Learning Communities	\$0.00
Perform labs twice a week that require collecting, organizing, graphing, and interpreting of data by all students including Gifted and Advanced classes.	Science Teachers	8/14/2006	5/28/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Glencoe Florida Science series by Glencoe, Florida Holt Earth Science series by Holt.

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 2007 FCAT Science test. Ongoing monitoring will take place via the school site assessments through Edusoft provided questions and lab logs kept with 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 5 STATEMENT:

Palmetto strives to improve 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 2005-2006 School Climate Survey, Palmetto Middle School received a 98 percent Strongly Agree and Agree response for overall climate. Of those 98 percent, only 40 percent Strongly Agreed.

Measurable Objective

Given an emphasis on Parental Involvement, 50 percent of parents will Strongly Agree that the school provides an overall positive climate or atmosphere as evidenced by the 2006-2007 School Climate Survey.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase utilization of Parent Resource Center.	Principal	8/14/2006	5/28/2007	District Strategic Plan	\$0.00
Utilize Connect Ed phone service for an increase in parental notifications.	Principal	8/14/2006	5/28/2007	District Strategic Plan	\$0.00
Enhance the PMS website and increase content for it to become an effective communications tool.	Assistant Principal, Technology	8/14/2006	5/28/2007	Continuous Improvement Model	\$0.00
Schedule time at PTSA and EESAC meetings for parental concerns.	Principal, EESAC Chairperson	8/14/2006	5/28/2007	District Strategic Plan	\$0.00
Generate monthly parent newsletter announcing opportunities for parent involvement in school functions.	Principal	8/14/2006	5/28/2007	Community Partnerships	\$0.00
Increase parental usage of the online gradebook viewer by providing detail instructions and assistance in its usage.	All Teachers, Administrative Staff	8/14/2006	5/28/2007	Community Partnerships	\$0.00

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 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 increased to 80 percent.

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 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 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 2005-2006 COGNOS District reporting system shows that 378 total suspensions occurred. Of those suspensions, 108 were outdoor and 270 were indoor. Palmetto Middle strives to continue providing a positive learning environment while maintaining student attendance.

Measurable Objective

Given school wide emphasis on safety, the school will reduce overall suspensions by 10 percent as evidenced by the COGNOS District reporting system.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Extend the hours of supervision provided before and after school.	Principal	8/14/2006	5/28/2007	Continuous Improvement Model	\$0.00
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	8/14/2006	5/28/2007	Community Partnerships	\$0.00
Increase classroom exchange supervision to ensuring student safety during this time.	Principal	8/14/2006	5/28/2007	Continuous Improvement Model	\$0.00
Continue to actively participate in the Proud and Listeners Program.	Principal, Counselors	10/23/2006	5/28/2007	Mentoring Opportunities	\$0.00
Continue implementation of school Discipline Committee.	Principal, Assistant Principals	8/14/2006	5/28/2007	Academic Teams	\$0.00

Research-Based Programs

N/A

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 alternative resources and strategies to minimize the amount of referrals that lead to suspensions.

Evaluation

This objective will be evaluated using the results of the 2006-2007 COGNOS District reporting system.

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 checked="" 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 use of technology as an instructional tool.

Needs Assessment

A review of the Accelerated Reader Schoolwide Summary Report from 2005-2006 reveals that 34905.2 total points were accumulated, demonstrating minimal participation in the program. Based on a physical survey and property control audit a total of 5 Smart Boards were available for instruction during the 2005-2006 school year. READ 180 lab was licensed for use in one room during 2005-2006.

Measurable Objective

Given the emphasis on technology, Palmetto Middle School will increase the use of technology as an instructional tool by expanding various programs such as READ 180, Accelerated Reader, and increasing the number of Smart Boards available in rooms.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Maintain and implement online district purchased databases.	Administrative Staff, Media Specialist, Teachers	8/14/2006	5/28/2007	District Strategic Plan	\$0.00
Increase access to LCD projectors, smart boards, computers and state adopted software.	Administrative Staff, Computer Specialist, EESAC	8/14/2006	5/28/2007	District Strategic Plan	\$0.00
Implement Incentive Program for all students using AR.	Assistant Principal	9/18/2006	5/28/2007	District-wide literacy plan	\$0.00
Increase usage of the AR/STAR program.	Administrative Staff, Media Specialist, Teachers	9/4/2006	5/28/2007	District-wide literacy plan	\$0.00
Purchase and install additional Smart Boards.	Principal	08/14/2006	05/28/2007	District Strategic Plan	\$0.00
Assign a member of the administrative team to monitor teacher professional development.	Principal, Assistant Principal	8/14/2006	5/28/2007	Continuous Improvement Model	\$0.00
Increase access to the READ 180 lab by implementing the program through SPED and intensive reading classes.	Principal, Assistant Principal	9/25/2006	5/28/2007	District-wide literacy plan	\$0.00

Research-Based Programs

N/A

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 technology hardware and software usage in the school. Increase will include number of Smart Boards being used, increase of READ 180 licenses and an increase of the total number of Accelerated Reader points earned.

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

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 using the FITNESSGRAM Testing and awarding gold and silver medals; providing students with the importance of developing lifetime habits of regular physical activity.

Needs Assessment

FITNESSGRAM Testing from 2005-2006 indicated that 74 percent of Palmetto Middle School students taking Physical Education passed five out of six components and received either a gold or silver medal. Gold medals will increase by 10 percent for the 2006-2007

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, 77 percent of students in grades six through eight taking Physical Education will pass five out of six components on the 2006-2007 administration of the FITNESSGRAM Test, increasing the amount of gold awards.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase the amount of aerobics and cardio fitness courses offered.	PE Teaching Staff	8/14/2006	5/28/2007	Continuous Improvement Model	\$0.00
Increase the amount of daily running activities.	PE Teaching Staff	8/14/2006	5/28/2007	Continuous Improvement Model	\$0.00
Improve fitness levels through the use of cardiovascular equipment through aerobics classes and for student athletics programs.	PE Department Chair	8/14/2006	5/28/2007	Continuous Improvement Model	\$0.00
Continuation of the Wellness Center Program.	PE Department Chair	8/14/2006	5/28/2007	Community Partnerships	\$0.00
Increase daily stretching for improved flexibility and calisthenics.	PE Teaching Staff	9/25/2006	5/28/2007	Continuous Improvement Model	\$0.00

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

GOAL 9 STATEMENT:

Palmetto Middle School will increase the total number of Level 1 and 2 students utilizing the FCAT Explorer Pullout Program.

Needs Assessment

Eight percent of six, seventh and eighth grade students scored a Level 1 on the reading administration of the 2005-2006 FCAT. Ten percent of six, seventh and eighth grade students scored a Level 1 on the reading administration of the 2005-2006 FCAT.

Measurable Objective

Given emphasis on the Sunshine State Standards and the need to improve reading scores, 35 percent of all current students scoring a Level 1 or 2 on the 2005-2006 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		ALIGNMENT	BUDGET
		START	END		
Secure parent contact and permission for student participation in the pull out program.	Paraprofessional	9/25/2006	11/6/2006	District Strategic Plan	\$0.00
Set pull out schedule and inform staff.	Curriculum Assistant Principal, Paraprofessional	9/25/2006	10/30/2006	District Strategic Plan	\$0.00
Assign an administrator to oversee the pull-out program and provide schedules for students.	Principal	8/14/2006	5/28/2007	District Strategic Plan	\$0.00
Identify Level 1 and 2 students on the FCAT through District reporting.	Curriculum Assistant Principal	8/14/2006	10/2/2006	District Strategic Plan	\$0.00

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 on the usage of the FCAT Explorer 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.)

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"/>

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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 2004, 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 2004 on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue to use all financial resources in relation to school programs.	Principal	8/14/2006	5/28/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Principal	8/14/2006	5/28/2007	District Strategic Plan	\$0.00
Continue to take advantage of a broader private foundation resource base.	Principal, Administrative Staff and Teachers	8/14/2006	5/28/2007	Community Partnerships	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal	8/14/2006	5/28/2007	Community Partnerships	\$0.00
Continue to take advantage of a broader volunteer network resource base.	Principal	8/14/2006	5/28/2007	Community Partnerships	\$0.00

Research-Based Programs

N/A

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

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.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$0.00
Goal 2: Mathematics	\$0.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
<hr/>	
Total:	\$0.00

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