
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 7431 - Miami Palmetto Senior High School

FeederPattern: Miami Palmetto Senior

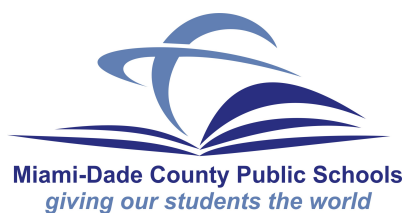
Region: Regional Center V

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-one percent of our students are white non-Hispanic, 19% black non-Hispanic, 34% Hispanic, and 6% 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, Miami Palmetto administered 2,295 AP exams in May 2006, this is significantly higher than the District average. 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 based on the Sunshine State Standards, ninth and tenth grade students will demonstrate reading proficiency as evidenced by 58% scoring at or above Level 3 on the 2007 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, African American students will demonstrate proficiency, as evidenced by 51% scoring at or above Level 3 on the 2007 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will demonstrate proficiency, as evidenced by 51% scoring at or above Level 3 on the 2007 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Students with Disabilities will demonstrate proficiency, as evidenced by 51% scoring at or above Level 3 on the 2007 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, ninth and tenth grade students will demonstrate mathematics proficiency by 82% scoring at or above Level 3 on the 2007 FCAT Mathematics.

Given instruction based on the Sunshine State Standards, Students with Disabilities will demonstrate mathematics proficiency by 56% scoring at or above Level 3 on the 2007 FCAT Mathematics.

Given instruction based on the Sunshine State Standards, African American students will demonstrate mathematics proficiency by 56% scoring at or above Level 3 on the 2007 FCAT Mathematics.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will demonstrate mathematics proficiency by 56% scoring at or above Level 3 on the 2007 FCAT Mathematics.

Given instruction based on the Sunshine State Standards, 82% of all tenth grade students will demonstrate high standards in writing by achieving at or above 3.5 on the 2007 FCAT Writing Assessment.

Given instruction based on the Sunshine State Standards, 78% of students in eleventh grade will demonstrate proficiency by achieving a Level 3 or higher on the FCAT Science Assessment.

Given the school-wide 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 maintaining a safe and orderly environment, violation of School Code of Conduct will improve as evidenced by a 2% reduction of incidents involving outdoor suspension as documented by 2006-2007 COGNOS reports.

Given emphasis on the use of technology in education, teachers will complete a needs assessment technology survey and attend professional development training in any area in which they lack proficiency. These activities will be documented by the survey results and inservice sign-in sheets.

Given instruction in health and physical fitness, students enrolled in physical education classes will increase the total number of Gold and Silver "FITNESSGRAM" awards as evidenced by 78% receiving Gold/Silver awards on 2006-2007 FITNESSGRAM.

Given the importance of school involvement and elective programs, the number of students participating in extra and co-curricular activities, will increase for the 2006-2007 school year as compared to the 2005-2006 school year as documented by the number of students in co-curricular activities.

Miami Palmetto Senior High School will improve its ranking from the 97th percentile in 2004-2005, to the 98th percentile on the State of Florida ROI Index publication in 2005-2006 on the next publication of the Index.

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

Although results in all areas of the Organizational Performance Improvement Snapshot (OPIS) were positive, there are two areas targeted for improvement: Strategic Planning and Business Results. Both of these areas received the lowest scores (4.0). Process Management had the fewest questions linked to it. In terms of Business Management, 84 staff members believe they know how well their work location is doing financially, however, 78 neither agree or disagree and 53 feel that they do not know how their work location is doing financially. Many of the responses in this area were among the highest in the entire survey, especially with respect to high standards, ethics, excellence, obeying laws and regulations and job satisfaction. In terms of Process Management, almost everyone agrees that we have effective processes for doing our work, however, 23 staff members feel they have inadequate resources to do their jobs, with 29 expressing no opinion in this area. One hundred and seventy-eight of the 215 respondents agree that they collect data about the quality of their work and 184 feel that they have control over their work processes, but there are a considerable number that neither agree nor disagree with these items.

Overall the items that scored the lowest addressed the effective utilization of employee talents, removal of bureaucratic obstacles and financial information. To address the 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 3,470 students enrolled at the school. We serve a diverse community, both culturally and socio-economically at Miami Palmetto Senior High. Forty-one percent of our students are White non-Hispanic, 19% Black non-Hispanic, 34% Hispanic, and 6% Asian/other. The number of White non-Hispanic students has been steadily declining, down 10% 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 34% 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). Nineteen percent of our students receive free/reduced lunch.

This year we have 177 instructional staff members, of which 41% are male and 59% are females. The ethnic breakdown of our staff is 37% White, 24% Black non-Hispanic, 37% Hispanic, 1% Asian/Pacific Islander, and 1% Native American. These demographics vary slightly from our student population with the staff having greater representation in the Black non-Hispanic and Hispanic categories; White non-Hispanic staff representation is 4% lower than the White non-Hispanic student population. Ninety-three percent are veteran teachers, with the average number of years teaching at 14 and 7% are beginning teachers. Thirteen percent of teachers have a Ph.D. or Specialist degree, 35% have a Masters degree, and the remaining 52% have a Bachelors degree. Eleven percent of our teachers are currently teaching out-of-field.

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 26 Advanced Placement (AP) courses are offered. In 2006, 2,295 Advanced Placement exams were administered to 1,059 students with 60% 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 Special Education (SPED) program comprise 12% of our school population. Several indicators demonstrate that our Students with Disabilities (SWD) consistently meet the challenges of high standards as well:

- For the 2005-2006 school year, Palmetto's SWD students had a 69% graduation rate;
- Palmetto currently has a 37% inclusion rate;
- For last year's Florida Comprehensive Assessment Test (FCAT), 221 ESE students were tested, as they must pass the test to receive a regular diploma. On the FCAT Writing, 72% of SWD students earned a score of 3.5 or above.
- Of these students, 27% passed the reading section of the FCAT and 41% passed the mathematics section on their first attempt;
- In addition, 16% of our SWD students take at least one honors or AP course.

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

- A+ School – Based on the criteria set by the Florida Department of Education, Palmetto earned the grade of “A” five out of the

past six consecutive years (2000-2006).

- June 2006, Newsweek, "America's Best High Schools" – Palmetto was ranked number 67 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.
- National 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, five consecutive regional finalists and one regional winner for Dade County Teacher of the Year. Finalist for Dade County Council for Beginning Social Studies Teacher of the Year; Beckman Coulter Science Teacher of the Year.
- United Way Student Campaign – recognized for the past three years as the school with the largest student donations in the high schools in Regional Center 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.
- Envirothon - First place in District competition and 2nd place in State competition. One student was recognized as the MVP of the Envirothon team.
- National Science Bowl - First place Regional, 5th place at National competition, 1st place in the National Interactive Science Activity.
- Faichild Challenge - First Place in Debate and in the Research Paper.
- South Florida Science Olympiad - Chemistry I Team, 1st place overall, Chemistry II Team 2nd place overall, Physics Team 1st place overall.
- U.S. Biology Olympiad - Two students were recognized as the top 10% of science students in the Nation.
- 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 Economics -- Recognition for highest passing rate of Hispanics in Economics in 2004.
- AP Chemistry -- Highest passing rate of Hispanics nationally in 2005.
- Three National Merit Winners in Photography, and two honorable mention for 2005-2006.
- 2005-2006 Scholastic Art Show, five Gold Key winners, and three Portfolio winners.
- Beaux Arts Festival 2005-2006, two winners.
- 2005-2006 Congressional Travel Art Show, two winners.
- Health Occupations Students of America Competition - 28 regional winners, 3 State winners.
- Recognized as having the best athletic program in the District for 2006.
- Scholastic Art and Writing Awards - two gold awards, and one general writing portfolio silver award.
- National Council of Teachers of English - PRIDE Writing Award - one student recognized as the national winner.

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. Three issues remain difficult challenges for us: reading, student attendance, and behavior. Because of the increased pressure of high stakes testing and accountability concerns, the improvement of reading achievement is a common goal for schools. The other areas, 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 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. Seventy-four percent of respondents agreed the school climate/atmosphere is positive and helps children learn. Seventy-three percent of parents believe the school's teachers make learning interesting and relevant, and that ample supplies and/or materials are provided for learning, while 72% agree that Palmetto's students are being taught to think critically and reason out problems. Seventy percent of students responded that they believe they are getting a good education at Palmetto.

Only 46% of parents felt that the school's teachers do their best to communicate matters pertaining to student progress, this figure is down 4% from previous years. Interestingly, 71% 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 decisions 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 three years we have hired over 25 first-year teachers. Our new induction program for beginning teachers 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 four completed their field experience with us. Currently, there are two UM interns with five who will be joining us shortly and fifteen FIU students completing their field experience.

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. Edusoft training is provided to teachers required to administer interim assessments so that they will be able to better analyze the data.

Student performance data (FCAT, PSAT, AP, SAT, ACT, district and site-authored tests, etc.), grades through Principal Viewer, surveys, and disciplinary problems are reviewed immediately upon receipt. Attendance data for staff as well as students is monitored daily. New school-wide attendance and behavior plans have been initiated increasing the amount of counseling, parent involvement and other intervention strategies, while decreasing lost instructional time.

The assistant principal for curriculum has facilitated presentations for our school community on 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-one 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 had a dropout rate of 2% for the 2004-2005 school year. Our percentage of economically disadvantaged students has increased; nineteen percent of Palmetto students currently receive free/reduced lunch.

The 2006 Adequate Yearly Progress (AYP) Report indicates that 81% of seniors graduated in 2005, a decrease of 1%. In 2005-2006 our senior class was offered \$7,602,586 and accepted \$3,587,798 in scholarship money.

In 2005, 1,128 Palmetto students participated in at least one co-curricular organization, with a racial diversity that closely mirrors that of our overall population. Approximately 23% of our student population participates in the school's athletic program.

During the 2005-2006 school year, the number of days of outdoor suspensions was 689. This was a 85.6% decrease from 2004-2005 in which the total number of outdoor suspension days was 5041.

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 type="checkbox"/>	<input type="checkbox"/>	<input 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 Reading data reveals that 56% of ninth and tenth grade students are reading at proficiency level; however, 60% of students made learning gains. Fifty-six percent of the lowest quartile made adequate progress on the 2006 FCAT Reading Assessment demonstrating a 2% increase from the 2005 administration. In 2006, the NCLB subgroups met 44% 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 (70%). Sixty-five percent of this class attained proficient scores in Reference/Research and 65% attained proficient scores in Main Idea/Authors Purpose. The greatest area of instructional need for ninth grade students is Words/Phrases as evidenced by 50% demonstrating proficiency.

Assessment of the tenth grade 2006 FCAT Reading results by content clusters indicates that students demonstrated proficiency in Reference/Research (60%-69%) and Main Idea/Author's Purpose (63%-69%) increasing significantly from the 2005 administration. Tenth Grade students maintained proficiency in Comparisons and showed a 5% decrease in Words/Phrases (71%-66%) from the 2005 administration. Data reveal that the greatest area of instructional need for tenth grade students is in Words/Phrases.

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, only 23% of our African American, 23% of our Economically Disadvantage, 22% of our LEP, and 27% of our Students with Disabilities are reading at a proficient level.

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 instruction based on the Sunshine State Standards, ninth and tenth grade students will demonstrate reading proficiency as evidenced by 58% scoring at or above Level 3 on the 2007 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, African American students will demonstrate proficiency, as evidenced by 51% scoring at or above Level 3 on the 2007 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will demonstrate proficiency, as evidenced by 51% scoring at or above Level 3 on the 2007 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Students with Disabilities will demonstrate proficiency, as evidenced by 51% scoring at or above Level 3 on the 2007 FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Maintain reading libraries in all reading and English classrooms; additionally all reading classes will utilize a class set of high interest novels and/or nonfiction books each nine week period to supplement instruction.	Reading Coach	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
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	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
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, LEP, and SPED classes.	APC, SACS Chairperson	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize technology-based supplemental materials such as Accelerated Reader, FCAT Explorer, and Skills Tutor and review reports.	Reading Coach	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Model reading intervention strategies for the content area teachers school-wide through in-service training.	Reading Coach	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Continue reading instruction through FCAT	English Department Chairperson,	8/14/2006	5/30/2007	Small Learning	\$0.00

Saturday Academy for 11th and 12th grade FCAT re-takers. Administer a post-test to determine whether instructional needs were met.	Reading Coach, Professional Development Coordinator, APC			Communities	
Provide and monitor reading tutoring before, during, and after school by English/reading teachers and student mentors from English Honor Society.	English Department Chairperson	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00
Implement the Comprehensive Researched-Based Reading Plan.	Principal, APC, English Department Chairperson, Reading Coach, Literacy Leadership Team	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Continue to share best practices at department meetings to improve the level of instruction in regular classes and identify students with the potential to succeed in more advanced classes (Level 3 or higher), and encourage them to enroll in more challenging courses for the 2007-2008 school year. Create special English classes to prepare students with AP potential to succeed in AP English classes.	APC, English Department Chairperson, Reading Coach	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Enroll all Level 1 students with an FCAT score less than 200 in Intensive Reading Plus. The Intensive Reading two-hour block provides contiguous language arts and reading instruction with a strong emphasis on words and phrases. Enroll all Level 1 students with FCAT scores ranging from 200-287 in Intensive Reading classes. Place a greater emphasis on the instruction of words and phrases. These classes utilize researched-based materials as listed in the CRRP (Comprehensive Research-based Reading Plan). Enroll all Level 2 students with FCAT scores ranging from 287-324 in homogeneous grouped language arts classes implementing language arts materials and researched-based reading materials as stated in the CRRP. This will be monitored through the use of benchmark assessments.	APC, Reading Coach and SPED Chairperson	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Promote and utilize the Accelerated	APC, Reading Coach, Media	8/14/2006	5/30/2007	District-wide	\$0.00

Reader/STAR program to increase independent reading of students scoring at Levels 1 and 2.	Specialist			literacy plan	
Monitor student progress through ongoing Interim Assessments using Edusoft to analyze data to monitor student progress and modify instruction to include an emphasis on words and phrases.	Reading Coach, English Department Chairperson, Testing Chairperson	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

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 Researched-Based Reading Plan (CRRP). To meet these requirements, the school has implemented the following:

- Read 180 program in Intensive Reading Plus classes for students scoring at the lower end of Level One.
- Intensive Reading Classes, including SWD, 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
McDougal Littell.
- Accelerated Reader/STAR Program: Renaissance Learning

Professional Development

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

- CRISS training and follow-up training
- Student Performance Indicators (SPI) training
- FCAT basics and updates through "How the Test Was Won" workshop
- Vocabulary building for struggling readers

Evaluation

- 1) The 2007 FCAT Reading Assessment
- 2) For benchmarking purposes, the District's Interim Assessments
- 3) The MAZE (oral fluency test)
- 4) Publisher/Textbook Assessments
- 5) Schoolsite Benchmark Assessments
- 6) Tutoring Logs

Students who do not demonstrate adequate progress on the MAZE 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

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 2006 FCAT Mathematics Assessment data indicate that 81% of ninth and tenth grade students met high standards, and 77% made learning gains. However, study of data disaggregated by sub-group reveals where there is 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; Students with Disabilities and Economically Disadvantaged students did not meet AYP guidelines. Special interventions targeting students in regular level and SPED classes will need to be employed to reach these students.

Among the ninth grade students, four of the five mathematics strands are above 50%, with Geometry being the weakest at 46%. 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 mathematics, with particularly strong growth in Algebraic Thinking. Tenth grade students showed significant growth in all five strands where all of the clusters are above 50%. The greatest need for these students is in Geometry, followed by Measurement and Algebraic Thinking.

Two special classes have been added to the curriculum to support the students who have tested at the lowest level. A two-hour block of Algebra 1 has been established to support entering Level 1 ninth graders who have demonstrated low test scores and failing grades in mathematics. Business Math has been added as an elective to support those

students who have not yet passed the FCAT in mathematics. Besides the additional classes, for eleventh and twelfth grade students there is an after-school tutorial program as well as the Saturday FCAT Academy. Mathematics 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	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 instruction based on the Sunshine State Standards, ninth and tenth grade students will demonstrate mathematics proficiency by 82% scoring at or above Level 3 on the 2007 FCAT Mathematics.

Given instruction based on the Sunshine State Standards, Students with Disabilities will demonstrate mathematics proficiency by 56% scoring at or above Level 3 on the 2007 FCAT Mathematics.

Given instruction based on the Sunshine State Standards, African American students will demonstrate mathematics proficiency by 56% scoring at or above Level 3 on the 2007 FCAT Mathematics.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will demonstrate mathematics proficiency by 56% scoring at or above Level 3 on the 2007 FCAT Mathematics.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize honor students in an after-school tutoring program that will emphasize the inclusion of minority students.	Mu Alpha Theta (Math Honor Society)	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00
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	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Continue the practice of scheduling ESE students in general education classrooms.	APC, SPED Department Chairperson, Assist Coordinator	8/14/2006	5/30/2007	Inclusion	\$0.00
Provide Business Math class for students who have failed FCAT to support FCAT skills and everyday living skills.	APC, Math Department Chairperson	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Provide after school tutoring for Students with Disabilities (SWD) with an SPED Math teacher to provide specialized instruction.	SPED Math Teachers	8/14/2006	5/30/2007	Inclusion	\$0.00
Use of Strategy Instruction Model (SIM) to support varied learning with an emphasis on algebraic thinking and geometry	SPED teachers	8/14/2006	5/30/2007	Inclusion	\$0.00
Provide peer tutors (math mentors) to students comprising the lowest performing on the 2006 FCAT Math, with particular focus on students who did not meet AYP in targeted subgroups identified by "No Child	All Math Teachers	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00

Left Behind.”					
Schedule entering Level 1 ninth grade students into a two hour block of Algebra 1 to provide extra support in algebraic thinking.	APC, Math Department Chairperson, Student Services Chairperson	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Simulate FCAT-type questions on tests and homework to establish familiarity and acquire skills with the SSS tested benchmarks in math. Place greater emphasis on geometry instruction and algebraic thinking as part of preparation for FCAT.	All Math Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

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

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

Professional Development

All math teachers will be trained in using:

- 1) Student Performance Indicators (SPI), NCLB, PSAT, and AP data to better meet students' needs.
- 2) Sharing of best practices through district professional development opportunities, SACS subcommittees, and professional organizations
- 3) FCAT training
- 4) Annenberg/CPB and training in the importance of equity and sensitivity will be provided.

Evaluation

2007 Florida Comprehensive Assessment Test Mathematics Assessment reports will indicate the percentage of ninth and tenth grade students scoring at Level 3 or above in Math. For benchmarking purposes the District’s Interim Mathematics Assessments will be utilized.

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

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 2006 Florida Writing Assessment Test is 4.1. Students earned an average of 4.1 on the expository prompt and 4.0 on the persuasive prompt with 99% of students testing. Overall, 81% of students demonstrated high standards by scoring a 3.5 or above. This demonstrates a 5% decrease of students meeting proficiency in writing from 2005. According to AYP, all subgroups scores decreased in writing. Data reveal that 80% of African American students (7% decrease from 2005), 79% of Economically Disadvantaged students (8% decrease from 2005), 73% of LEP students (9% decrease from 2005), and 72% of Students With Disabilities (11% decrease from 2005) improved performance in writing by 1% in 2006. 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 based on the Sunshine State Standards, 82% of all tenth grade students will demonstrate high standards in writing by achieving at or above 3.5 on the 2007 FCAT Writing Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue to follow the NSSE's School Improvement Model and examine significant FCAT/NCLB writing data with all the stakeholder groups.	APC, SACS Chairperson	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
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	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide writing tutoring after school by English teachers and student volunteers from advanced classes.	English Department Chairperson	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00
Create tenth grade Honors Plus English classes for students with Advanced Placement potential. Students will practice writing answers to Document-Based Questions.	English Department Chairperson/Student Services	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize the District's sample anchor papers from the 2006-07 FCAT Writes pre/posttest to familiarize students with the scoring rubric and to demonstrate strengths and weaknesses of students writing.	APC, English Department Chairperson	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize graphic organizers, such as listing, Venn diagrams, mapping, and clustering, to encourage students to clearly arrange their thoughts before beginning to write.	English Department Chairperson	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Train teachers in Spandel's Six Traits of Writing to be used in English classes to expand students' writing skills.	English Department Chairperson, English Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

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

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

Professional Development

Continue:

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

Evaluation

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

For benchmarking purposes:

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

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 2006 eleventh grade Science FCAT indicate a mean score of 316. This is 3 points lower than the 2005 FCAT Science Assessment. Fifty-two percent of students demonstrated proficiency on the 2006 FCAT Science Assessment. Data reveals that Miami Palmetto Senior High School has the highest mean score of any comprehensive high school in Miami Dade County and our scores are also above both the state and district average.

Analysis of the data reveals that students scored best in Life and Environmental Sciences (60%) and Scientific Thinking (58%). This represents a jump of 10% in the area of Life and Environmental Science and a 9% decline in the area of Scientific Thinking. The Physical/Chemical Science cluster showed a 4% improvement over the 2005.

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

Measurable Objective

Given instruction based on the Sunshine State Standards, 78% of students in eleventh grade will demonstrate proficiency by achieving a Level 3 or higher on the FCAT Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement classroom activities including, but not limited to, science process skills, laboratory activities (including open ended labs), cooperative learning groups, problem solving and high order (critical) thinking skills.	Science Department Chairperson	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Incorporate science-based reading and writing activities in Earth/Space, Physical Science and Chemistry classes.	Science Department Chairperson	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide teachers with the science FCAT assessment data from the 2006 administration.	APC, Science Department Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Incorporate technology (LCD projectors) into delivered lessons utilizing powerpoint presentations, virtual labs, on-line assignments, and video clips provided with the newly adopted textbooks.	APC, Science Department Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Develop and administer a pre/post test that is aligned to the Sunshine State Standards	APC, Science Department Chairperson, Science Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Plan and implement options associated with the Fairchild Challenge, a competitive, multidisciplinary, environmental educational outreach program.	Art, Debate, Language Arts, Performing Arts, Biology and Environmental Science, and Web Design Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Assign an SPED teacher to provide in-class support to Students with Disabilities in Physical Science and Biology classes.	APC, SPED Department Chairperson	8/14/2006	5/30/2007	Inclusion	\$0.00

Research-Based Programs

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

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

Professional Development

Teacher training will consist of

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

Evaluation

For benchmarking purposes:

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

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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<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. However, this trend was reversed last year. Overall membership increased from 582 in 2005 to 765 in 2006. This represents a 31% increase in enrollment. Research demonstrates the importance of the connection between family involvement and communication with the school, and student achievement. Therefore, it is important to continue to increase PTSA membership to strengthen the current level of parental involvement. To that end, communication between the school and parents has increased through the use of ConnectEd telecommunication service.

Measurable Objective

Given the school-wide 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		ALIGNMENT	BUDGET
		START	END		
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	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
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	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Expand and promote the Parent Resource center in the Media Center by increasing it's promotion through the PTSA newsletter and flyers.	CAP counselor, Media Specialist	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide all stakeholders with Student Code of Conduct, agenda books, and distribute discipline procedures through the monthly PTSA newsletter.	Principal, Assistant Principals	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase parent communication through the school web site, email notices PTSA newsletter, ConnectEd, and Gradeviewer.	PTSA board members, school web master	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Promote PTSA membership at night-time activities and sports events.	PTSA Board Members, Principal, Assistant Principal, Activities Director, Athletic Director	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Promote school to home communication by the Principal providing a school update at monthly PTSA meetings.	PTSA, Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

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"/>

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 school-wide discipline, especially attendance and truancy issues.

According to our most recent climate survey 90% of the staff, 49% of the students and 64% of the parents report feeling their child is safe at this school. Seventy-two percent of all respondents report the overall school climate as being good. A daily attendance rate of 93.68% during the 04-05 school year and 91.28% during the 05-06 school year showing a decrease of 2.4% over the last two years. Absenteeism continues to be a serious challenge.

During the 2005-2006 school year, the total number of days of outdoor suspensions was 689. This was a 85.6% decrease from 2004-2005, in which the total number of outdoor suspension days was 5041. The decrease was due to the implementation of a school-wide behavior plan. 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 maintaining a safe and orderly environment, violation of School Code of Conduct will improve as evidenced by a 2% reduction of incidents involving outdoor suspension as documented by 2006-2007 COGNOS reports.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide information about school discipline policies to all students at grade level orientations.	Principal, Assistant Principals	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Promote and advertise the identification badge program as an essential part of school safety.	Principal, Assistant Principals	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Continue to use alternatives to suspension to allow for instructional continuity.	Principal, Assistant Principals	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Review, revise, and distribute the current discipline policies, and apply consequences consistently and monitor Cognos reports.	Principal, Assistant Principals	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement the teaching of workplace ethics into all Career Pathways elective classes.	APC, Career Specialist, Career Pathways Teachers	8/14/2006	5/30/2007	Career Development Programs	\$0.00
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	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00
Continue to utilize the Honor Council which was established to enforce the school's honor code.	APC, Honor Council President	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Review workplace ethics, discipline procedures and strategies with new instructional staff and offer support through regular new teacher meetings/department meetings/subcommittee meetings, as well as,	Principal, APC, Assistant Principals and Department Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

through individualized assistance.	
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Research-Based Programs

Peer Mediation and materials from:

- 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 to 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.
- Train new instructional staff members to the building in workplace ethics and classroom management.

Evaluation

- Student Case Mangement report for 2006-2007
- Continue to monitor attendance rates, suspension record, SCSI, exclusion hall and Saturday school attendees
- Analyze results of the ninth grade school values survey
- Analyze the School Climate Survey

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 resulted in a staff with vastly varying comfort levels when it comes to technology. Oftentimes our professional development is so focused on training in instructional design to directly and immediately impact test scores that areas such as technology are neglected.

Measurable Objective

Given emphasis on the use of technology in education, teachers will complete a needs assessment technology survey and attend professional development training in any area in which they lack proficiency. These activities will be documented by the survey results and inservice sign-in sheets.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Train the staff to access their classes' Student Performance Indicators (SPI) data and use it to drive instruction.	APC, Department Chairpersons	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Administer a technology survey to determine what specific technology training the staff feel would benefit them the most.	APC, Technology Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Update the current technology plan after analyzing the technology survey.	APC, Technology Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Present the purchase of new software to the Technology Team to ensure appropriate licensing and technology hardware requirements.	APC, Technology Technicians, Technology Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide a brief training to parents on the use of the Parent Portal and Gradeviewer during a PTSA Meeting.	Principal, PTSA, Technology Technicians	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide staff training to teachers responsible for Interim Assessments on Edusoft.	APC, Professional Development Coordinator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

N/A

Professional Development

Professional development is needed in the following areas:

Student Performance Indicators (SPI)

Excelsior Gradebook

Edusoft

Email

Incorporating technology into the classroom

Evaluation

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

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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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 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 2005-2006 FITNESSGRAM results, students enrolled in Physical Education received 384 Gold Awards and 342 Silver Awards. This represents 75% of students enrolled during the February FTE date. The FITNESSGRAM is used as a method to address the need of raising awareness about the benefits of good health, nutrition and exercise.

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 as evidenced by 78% receiving Gold/Silver awards on 2006-2007 FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Administer a FITNESSGRAM pre-test to determine baseline measures.	PE Department Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis.	PE Department Chairperson, PE teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Establish a school-wide recognition program for students who achieve high levels of performance on physical fitness activities.	PE Department Chairperson, Physical Education/Health teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Develop a physical education action plan to ensure input from the department to meet the fitness goals and objectives.	PE Department Chairperson, PE Department	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

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 2006-2007 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.)

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 checked="" type="checkbox"/>

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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, 71 service clubs, interest clubs, and honor societies.

Analysis of the membership rosters reveals that last year, 1,128 students participated in at least one co-curricular organization. Interestingly, the gender breakdown of 61% female and 39% male in student activities.

Approximately 23% of the student population is involved in athletics; 45% of those are female and 55% are male. Our total student population is represented in our athletic program with 64% White, 19% African American, and 14% Hispanic participation.

Measurable Objective

Given the importance of school involvement and elective programs, the number of students participating in extra and co-curricular activities, will increase for the 2006-2007 school year as compared to the 2005-2006 school year as documented by the number of students in co-curricular activities.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	8/14/2006	5/30/2007	Transition and Articulation Programs	\$0.00
Plan articulation meetings with feeder pattern middle schools to promote electives programs.	APC, Student Services Chairperson	8/14/2006	5/30/2007	Transition and Articulation Programs	\$0.00
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	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
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	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Assign student representatives to accompany their foreign language teachers to the middle schools to promote the importance of second language acquisition.	Foreign Languages Chairperson, German Teacher, Italian Teacher, Japanese Teacher	8/14/2006	5/30/2007	Dual Language Education	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Analyze current student participation in extra and co-curricular activities by attendance rosters and formulate a needs assessment based on this information.	Activities Director, APC, Leadership Team, Student Leadership Team	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

N/A

Professional Development

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

Evaluation

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

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"/>

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<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 2004-2005, Miami Palmetto Senior High School ranked at the 97th percentile on the State of Florida ROI Index.

Measurable Objective

Miami Palmetto Senior High School will improve its ranking from the 97th percentile in 2004-2005, to the 98th percentile on the State of Florida ROI Index publication in 2005-2006 on the next publication of the Index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide training in budget and fiscal management to EESAC.	Principal, EESAC Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Become more informed about the use of financial resources in relation to school programs.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

N/A

Professional Development

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

Evaluation

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

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"/>

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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 graduating students plan to pursue post-high school graduation study through attendance at colleges and universities or through technical and military training. In addition, Palmetto continues to lead the district in the amount of scholarship monies offered to seniors. In 2006, scholarships awarded totaled \$7,602,586.00.

However, Palmetto's graduation rate has declined in the last three years and was 80.5% in 2004-2005. Fortunately, in 2005-2006 the graduation rate rose to 82%. Palmetto continues to target this area for improvement.

Measurable Objective

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue to interview and track students who exit high school.	Career Specialist	3/21/2007	5/30/2007	School-to-Career	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Promote Florida Virtual Schools as another viable option for students who may be short of the credits needed for graduation.	Student Services department	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Complete the SSR Readiness Profile.	Career Specialist	1/8/2007	5/30/2007	Career Development Programs	\$0.00
Research community partnerships associated with career/academy theme.	Student Services Chairperson, Vocational Department Chairperson, Business Department Chairperson	8/14/2006	1/9/2007	Career Development Programs	\$0.00
Analyze graduation and dropout rate statistics.	Principal, APC, ESE Program Specialist, Student Services Department Chairperson, Leadership Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Notify parents of students whose academics and/or attendance has put their graduation status in jeopardy.	Student Services, Teachers of Seniors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

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

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

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

Professional Development

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

Evaluation

The 2006-2007 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 school-wide 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 school-wide 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.

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
Goal 11: Graduation (High Schools Only)	\$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