

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Palmetto Elementary School (4221)

Feeder Pattern - Miami Palmetto Senior

Regional Center V

District 13 - Miami-Dade

Principal - Mirta Segredo

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Built in 1957, Palmetto Elementary School is located within the Village of Pinecrest, a suburban community of single family homes in southeastern Miami-Dade County. The school population also includes approximately 64 students from Richmond Heights, a satellite community of minority students. Palmetto Elementary has 598 students who are enrolled in pre-kindergarten through grade five. In addition to providing a standard curriculum, the following special programs are implemented: a Voluntary Pre-Kindergarten Program with a fee supported enrichment program, a pre-kindergarten for special education students, an innovative gifted center for kindergarten through grade three, an Academic Excellence Program, and a Bertha Abess Children's Center for severely emotionally disturbed children. Our student population is 48 percent White non-Hispanic, 33 percent Hispanic, 11 percent Black, non-Hispanic, four percent Asian, and four percent Other. Twenty-two percent of Palmetto Elementary students qualify for free or reduced price lunch.

After careful analysis of student performance, school needs, and parental involvement, the Educational Excellence School Advisory Council (EESAC) and the staff identified the following objectives for the 2007-2008 school year:

Given instruction based on the Sunshine State Standards, students in grades three through five will demonstrate skilled proficiency in reading as evidenced by 90% or more students meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in mathematics in grades three through five will increase by 5 percentage points on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, economically disadvantaged students in grades three through five will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will demonstrate their proficiency in writing as evidenced by 90 percent or more of students meeting high standards on the 2008 FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grade five will increase by ten percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Given an increased emphasis on developing programs designed to provide information relevant to the parents' needs, parental involvement will increase as evidenced by a three percent increase in the average number of parents attending PTA meetings throughout the 2007-2008 school year as compared with the 2006-2007 school year as documented by parent attendance sheets.

Given an increased emphasis on the importance of school attendance, the percentage of attendance for Palmetto Elementary School students will increase to at least 96.50 percent for the 2007-2008 school year as evidenced by the 2007-2008 Miami-Dade County Public Schools Percentage of Attendance Report.

Given instruction aligned with the National Educational Technology Standards (NETS), 100 percent of students in grades two through five will demonstrate technology literacy by producing two or more student-generated products during the 2007-2008 school year as evidenced by teacher grade books.

Given an increased emphasis on the importance of physical fitness within the physical education curriculum, 75 percent of students tested will earn a silver or gold medal on the 2008 FITNESSGRAM.

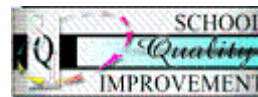
Given an increased emphasis on the role music plays in various cultures, at least 80 percent of 4th and 5th grade students at Palmetto Elementary School will identify the cultural origin of at least five diverse types of musical selections as evidenced by the results recorded in the music teachers' grade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

Given an increased emphasis on factors impacting ROI Index, Palmetto Elementary School will improve its ROI Percentile Rank from the 48th percentile in 2004-2005 to the 49th percentile on the next publication of the index.

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



School Improvement Plan 2007-2008



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.

4221 - PALMETTO ELEMENTARY SCHOOL

VISION

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

MISSION

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

CORE VALUES

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

School Demographics

Palmetto Elementary School is located within the Village of Pinecrest, a suburban community of single family homes in southeastern Miami-Dade County. The school is located on six acres at 12401 S. W. 74th Avenue, Pinecrest, Florida 33156. Additions and renovations to the 50 year old original structure include two classroom buildings constructed during the 1970s, a new Media Center built during the 1980s, and six relocatable classrooms. A new physical education shelter is currently under construction and should be completed in October of 2007. The school population also includes approximately 64 students from Richmond Heights, a satellite community of minority students. Palmetto Elementary has 598 students who are enrolled in pre-kindergarten through grade five. Our student population is 48 percent White non-Hispanic, 33 percent Hispanic, 11 percent Black, non-Hispanic, four percent Asian, and four percent Other. Twenty-two percent of Palmetto Elementary students qualify for free or reduced price lunch. Of the 52 instructional staff members, 73 percent are White, 12 percent are Black, 15 percent are Hispanic, 12 percent are male, and 88 percent are female. Additionally, fifty-three percent of the faculty have advanced degrees, the average number of years of experience among the faculty is 17, and seven teachers have earned National Board Certification.

The elementary public schools within the Miami Palmetto Senior High School Feeder Pattern that surround Palmetto Elementary School are Pinecrest Elementary, Howard Drive Elementary, and Vineland Elementary. There are several elementary magnet programs within the Miami Palmetto Senior High School Feeder Pattern. They are: F. C. Martin Elementary, a Pre-International Baccalaureate Magnet; R. R. Moton Elementary and Perrine Elementary, Creative Arts and Expressive Arts Magnets; and Ethel F. Beckford/Richmond Elementary School, a Zoology, Mathematics and Science Magnet.

Palmetto Elementary School is committed to providing a comprehensive program to our students with the services to succeed. Through our Student Services Department, we provide speech, social, tutorial, and psychological services on an "as needed" basis. Counseling is provided for all students. The school also houses the Bertha Abbess Center. This center addresses the needs of students from pre-kindergarten through fifth grade with emotional behavioral disabilities. Other services are provided to students with varying exceptionalities through a full-time pre-kindergarten program and a resource program for students in kindergarten through fifth grade. Furthermore, we also have a resource gifted center. The Odyssey Program provides gifted students in kindergarten through third grade with enrichment opportunities that develop higher order thinking skills. To further assist the community, Palmetto Elementary School operates a before and after-school care program servicing 160 families.

Because of the diverse population and a wide socio-economic range, a variety of services are available such as: a before and after-school program, tutorial services during the school day, ACT (Assistance for Classroom Teachers) aides, counseling and mediation groups, specific accommodations for the physically disabled, PTA-sponsored activities such as lunch bunch, Student Council, FEA (Future Educators of America), art club, chorus, salsa dancers, computer technology lab, and extracurricular academic opportunities such as Geography, Math and Spelling Bee competitions. Palmetto Elementary School relies strongly on its relationships with community agencies, business partners, universities, the PTA, and neighboring schools. We have a very strong partnership with businesses within our community. Our Dade Partners provide incentives to motivate our students to excel both academically and socially.

Palmetto Elementary has also established a special relationship with the Village of Pinecrest. The village has provided the school with the community resources needed to provide a secure and safe learning environment. Among the services received are: a school resource officer who is available on a daily basis, if needed, and the D.A.R.E. program for our fifth grade students.

Palmetto Elementary has identified several issues concerning challenges in relationship with internal operations and external forces. Among these are: complying with the state mandate regarding class size within the facility's capacity, meeting the needs of our satellite community, and maintaining up-to-date technological resources.

School Foundation

Leadership:

The leadership team at Palmetto Elementary School consists of the principal, assistant principal, reading leader, EESAC chairperson, media specialist, the curriculum support specialist, and the grade level/department chairpersons. The leadership team holds as its guiding principle the belief that a leader's role is to provide vision and direction for the school, and to facilitate the accomplishment of the school's vision and mission for all stakeholders. The leadership team assures that all staff members possess the skills, tools, and materials required to effectively and positively impact student achievement. School leaders establish an atmosphere of collaboration and professional growth through professional development activities, mentoring, coaching, and networking. A positive working environment is set by actively involving faculty and staff in the day-to-day operations of the school, and in the decision-making process via participation in the Educational Excellence School Advisory Council meetings, leadership team meetings, grade level meetings, department meetings, and faculty meetings. Results of the Organizational Performance Improvement Snapshot reveal that 80% of the responses to statements reflecting effective leadership were either "Agree" or "Strongly Agree".

District Strategic Planning Alignment:

Palmetto Elementary School's goals and objectives are aligned with the district's mission to provide high quality education and produce lifelong learners. These goals and objectives were developed after a careful analysis of student performance indicators, and student achievement trends. Faculty members are actively involved in data analysis throughout the school year, and in the development of the goals and objective included within the School Improvement Plan. Results of the Organizational Performance Improvement Snapshot reveal that 77% of the responses to statements reflecting effective strategic planning practices were either "Agree" or "Strongly Agree".

Stakeholder Engagement:

Eighty one percent of stakeholder responses on the Organizational Performance Improvement Snapshot for Palmetto Elementary School were at 4.0 and above on a zero to five scale in the categories surveyed, which included: leadership; strategic planning; customer and market focus; measurement, analysis and knowledge management; human resource focus; process management; and business results. Additionally, the results of the School Climate Survey reveal an overall satisfaction by all stakeholders in the areas of school safety, teacher response, teacher effectiveness and leadership.

Faculty & Staff:

Palmetto Elementary School has a highly qualified, experienced staff with minimal teacher turnover. Fifty-three percent of the faculty have advanced degrees, the average number of years of experience among the faculty is 17, and seven teachers have earned National Board Certification. Mentoring among faculty members is an established practice. Block scheduling provides common planning time for teachers within grade levels. The faculty collaborates collegially in an atmosphere of mutual respect. Mentoring and support is readily available from colleagues, our curriculum support specialist, and the administration. Professional Growth Teams assist teachers with new assignments, new to the school, or new to the profession. The Reading Coach assists all teachers in developing and implementing instructional strategies. Results of the Organizational Performance Improvement Snapshot reveal that 80% of the responses in the Human Resource Focus category were either "Agree" or "Strongly Agree".

Data/Information/Knowledge Management:

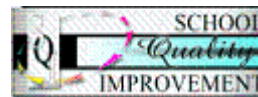
Palmetto Elementary School faculty members access the district's Student Performance Indicators and maintain current information regarding their students' performance in the areas of reading, mathematics and science. Particular emphasis is placed on content cluster results as a means of directing instruction. Analyses of student performance provided by the Progress Monitoring Reporting Network are utilized by teachers to develop instructional strategies designed to meet students' individual needs in the area of reading. Measurement, Analysis, and Knowledge Management was the second highest ranked category on the Organizational Performance Improvement Snapshot with an average score of 4.5 on a zero to five scale. In this category, 86% of the responses were "Agree" or "Strongly Agree."

Education Design:



School Improvement Plan

2007-2008



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

A Before and After School Care Program is available for parents whose work hours extend beyond the school day. The program is staffed with Palmetto Elementary School teachers who readily assist students with home learning assignments, and provide additional instruction if necessary.

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

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

Performance Results:

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



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

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

Florida Education Priorities

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.
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Reading Statement

Palmetto Elementary School students will demonstrate improved performance in reading.

Needs Assessment

An analysis of the 2007 FCAT Reading Test reveals that 90 percent of standard curriculum students demonstrated proficiency in reading. Additionally, 69 percent of students in grades four and five demonstrated learning gains in reading, while 55 percent of the students in the lowest 25 percentile ranking demonstrated learning gains in reading.

An analysis of reading scores within content clusters reveals that over a three year period, students in grade three scored at proficiency with an increase from 75 percent to 76 percent correct on making comparisons, while students in fourth grade scored at proficiency with a decrease from 71 percent correct to 70 percent correct. Scores for fifth grade students fluctuated from 69 percent correct to 85 percent correct and back to 80 percent correct in making comparisons within a three year timeframe.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will demonstrate skilled proficiency in reading as evidenced by 90% or more students meeting high standards on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Maintain and monitor pullout tutorial programs in reading utilizing the Voyager Passport, Early Success or Soar to Success programs with Level 1 and 2 students.	Administrators	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Review Individualized Educational Plans to ensure that students with disabilities are receiving appropriate services within an appropriate educational setting.	Administrators	8/20/2007	6/5/2008	Inclusion of SWD	0
Organize and conduct school wide reading events that provide opportunities for community volunteers to read books to students.	Media Specialist Administrators	8/20/2007	6/5/2008	Improve Public Perception	0
Share and analyze the FCAT, SAT 10, DIBELS and Interim Assessments data with teachers to identify and target areas for improvement.	Administrators	8/20/2007	6/5/2008	Continuous Improvement Model	0
Develop and implement weekly lesson plans based on the school's scope and sequence using the Houghton Mifflin Reading Program and the Comprehensive Research-Based Reading Program (CRRP) to ensure the continued improved performance of students scoring at FCAT Level 3 or higher.	Classroom Teachers Administrators	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Address the instructional needs of students with disabilities through the implementation of differentiated instructional strategies in large and small group settings.	Classroom Teachers Administrators	8/20/2007	6/5/2008	Inclusion of SWD	0
Implement appropriate differentiated instructional strategies as indicated through an analysis of results reported on the Progress Monitoring Reporting Network.	Classroom Teachers Administrators	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement the Continuous Improvement Model utilizing the Accelerated Reader and STAR Programs to measure students' progress.	Classroom Teachers Administrators	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide a variety of reading materials in classroom libraries.	Classroom Teachers Media Specialist Administrators	8/20/2007	6/5/2008	District-wide Literacy Plan	0

Research-Based Programs

The Houghton Mifflin reading series will be implemented school wide. The Soar to Success and Voyager Passport programs will be utilized with students scoring at Levels 1 and 2.

Professional Development

1. Provide professional development for staff working with students in the tutorial program.
2. Design and provide additional professional development that would model effective strategies for teachers on differentiated instructional strategies, monitoring progress, and analyzing student data.
3. Provide staff development on the district's assessment tools for reading.
4. Provide opportunities to attend reading workshops.

Evaluation

This objective will be evaluated by scores on the 2008 FCAT Reading Test. Progress will be monitored quarterly with the results of the DIBELS administration and the District Interim Assessments.

Mathematics Goal

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

Florida Education Priorities

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"/>

Mathematics Statement

Students at Palmetto Elementary School will demonstrate improved performance in mathematics.

Needs Assessment

Results of the 2007 FCAT Mathematics Test indicate that 88 percent of all students met high standards in mathematics, while 64 percent of students in grade three through five demonstrated learning gains in mathematics. Additionally, 48 percent of economically disadvantaged students in grades three through five demonstrated high standards in mathematics. These results indicate that the instructional needs of economically disadvantaged students should be addressed. Alternative instructional strategies should be explored in order to ensure learning gains for all students.

An analysis of mathematics scores within content clusters reveals that over a four year period, the proficiency level of students in grade three increased from 67 percent to 75 percent correct in number sense, 63 percent to 75 percent correct in measurement, and 57 percent to 71 percent correct in data analysis. Geometry and algebraic thinking remained constant over a four year period; however geometry increased 14 percentage points correct from 2006 to 2007 and algebraic thinking decreased 16 percentage points correct from 2006 to 2007.

Additionally, over a four year period, the proficiency level of students in grade four increased from 57 percent to 71 percent correct in data analysis, remained consistent in geometry and algebraic thinking, but decreased from 73 percent to 64 percent correct in number sense and from 75 percent to 62 percent correct in measurement.

The proficiency level of fifth grade students remained consistent over the past four years in all content clusters except measurement, which decreased from 73 percent correct to 64 percent correct.

NCLB Subgroup Target



School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" 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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in mathematics in grades three through five will increase by 5 percentage points on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, economically disadvantaged students in grades three through five will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Analyze the results of interim assessments to target instruction for economically disadvantaged students through the implementation of appropriate differentiated instructional strategies.	Classroom Teachers Administrators	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize the Harcourt Brace chapter mathematics assessments to monitor students' progress and implement the Continuous Improvement Model.	Classroom Teachers Administrators	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide small group mathematics instruction to FCAT Level 1 and 2 students to reinforce mathematical concepts.	Classroom Teachers Administrators	8/20/2007	6/5/2008	Continuous Improvement Model	0
Develop comprehensive mathematical vocabulary through the use of a word wall, problem of the day, and other forms of reinforcement.	Classroom Teachers Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Incorporate written explanations of mathematical concepts and solutions for students using the Harcourt Brace Fast Track to FCAT Program.	Classroom Teachers Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide students with performance-based activities incorporating the use of manipulatives, problem solving, critical thinking, communication and technology to ensure continued improved performance of students scoring at FCAT Level 3 or higher.	Classroom Teachers Administrators	8/20/2007	6/5/2008	Diversity & Educational Equity	0

Research-Based Programs

The Harcourt Brace Mathematics Program will be implemented school wide.

Professional Development

1. Develop and implement an in-house staff development program focusing on differentiated instructional strategies in the area of mathematics.
2. Provide opportunities for teachers to attend workshops reinforcing instructional strategies in mathematics.
3. Provide opportunities for teachers to meet with colleagues to share information gathered at workshops.
4. Provide opportunities for teachers to attend Brain Research Workshops addressing techniques in differentiated instruction.

Evaluation

This objective will be evaluated by scores on the 2008 FCAT Mathematics Test and the District Interim Assessments. Textbook chapter tests will provide formative assessments which will be used to monitor the progress of this objective.

Writing Goal

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

Florida Education Priorities

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"/>

Writing Statement

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

Needs Assessment

Results of the 2007 FCAT Writing+ Test indicate that 94 percent of fourth grade students at Palmetto Elementary School demonstrated high standards of performance in writing. Additionally, 92 percent of students scored 3.5 or above in expository writing, and 82 percent of students scored 3.5 or above in narrative writing. These results indicate the emphasis placed on expository writing instruction effectively reduced the gap between the scores on these two types of writing evident in the results of prior administrations of the FCAT Writing+ Test.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will demonstrate their proficiency in writing as evidenced by 90 percent or more of students meeting high standards on the 2008 FCAT Writing+ Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement appropriate differentiated instructional strategies as indicated through an analysis of student responses to writing prompts.	Classroom Teachers Administrators	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement the Continuous Improvement Model by analyzing student responses to prompts and developing appropriate instructional strategies to strengthen students' writing skills.	Classroom Teachers Administrators	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide students with opportunities to write for a variety of purposes.	Classroom Teachers Administrators	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Continue to implement the Teach Me Writing Program in the primary grades.	Classroom Teachers Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Develop key components of the writing process through the use of graphic organizers, rubrics, journaling, and original stories.	Classroom Teachers Administrators	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Administer pre- and post- writing assessments in grades one through five.	Classroom Teachers Administrators	8/20/2007	6/5/2008	District-wide Literacy Plan	0

Research-Based Programs

The Houghton Mifflin Program will be implemented school wide.

Professional Development

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

Evaluation

This objective will be evaluated by scores on the 2008 FCAT Writing+ Test. Pre-, post-tests, and regularly administered writing prompts will be utilized to monitor progress.

Science Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Science Statement

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

Needs Assessment

Results of the 2007 FCAT Science Test indicate that 61 percent of standard curriculum students in grade five met high standards in science. These results indicate a need to focus instruction on each of the science content areas--physical and chemical sciences; earth and space sciences; life and environmental sciences; and scientific thinking--in order to increase the percent of students meeting high standards in science.

Measurable Objective

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grade five will increase by ten percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate hands-on science activities and experiments for complex and abstract concepts to increase science content.	Assistant Principal Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement the Continuous Improvement Model to guide instruction utilizing the Scott Foresman Science Program chapter tests.	Assistant Principal Classroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Incorporate written explanations of science concepts through scientific thinking utilizing the Scott Foresman Science, Florida Reading First Through Science Activities and literature textbooks as a guide.	Assistant Principal Classroom Teachers	8/20/2007	6/5/2007	Diversity & Educational Equity	0
Offer science-based periodical reading material including National Geographic for Kids, Ranger Rick, My Big Backyard, Weekly Reader, Arts and Science for Kids, Odyssey-Adventures in Science, Florida Wildlife, Science and Children and Kids Discover.	Principal Classroom Teachers Media Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement district-designed science scope and sequence, aligned to the Florida Sunshine State Standards (SSS)/Competency-Based Curriculum (CBC), to provide consistency and purpose within the delivery of content.	Assistant Principal Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize appropriate vocabulary, graphic organizers, investigative logs and process skills practice to facilitate understanding and application of the scientific method.	Assistant Principal Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

The Scott Foresman Program will be implemented school wide.

Professional Development

1. Develop and implement in-house staff development workshops designed to enhance instructional strategies in the area of science.
2. Provide opportunities for teachers to network and share successful instructional strategies and hands-on science activities at grade level meetings and faculty meetings.

Evaluation

This objective will be evaluated by scores on the 2008 FCAT Science Test. Textbook chapter tests will provide additional formative assessments that will be used to monitor the progress of this objective.

Parental Involvement Goal

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

Florida Education Priorities

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"/>

Parental Involvement Statement

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

Needs Assessment

Palmetto Elementary continues to exhibit a high level of parental involvement. The school consistently earns the Golden School Award for volunteer hours logged with numbers that continually exceed the required amount. Over 700 volunteers assist in planning and coordinating various school wide activities throughout the year. However, a need still exists to increase parent attendance at PTA meetings. Parent sign-in sheets over the past two years reveal that an average of 40.25 parents attended PTA meetings during the 2005-2006 school year, while an average of 43.67 parents attended PTA meetings during the 2006-2007 school year.

Measurable Objective

Given an increased emphasis on developing programs designed to provide information relevant to the parents' needs, parental involvement will increase as evidenced by a three percent increase in the average number of parents attending PTA meetings throughout the 2007-2008 school year as compared with the 2006-2007 school year as documented by parent attendance sheets.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Advertise PTA meetings in weekly bulletin. (PTA Standard I)	Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Administer a parent survey to determine the needs of the community pertaining to helping their children learn and address needs at PTA meetings. (PTA Standard III)	Guidance Counselor Administrators	8/20/2007	6/5/2008	Continuous Improvement Model	0
Advertise PTA meetings on the school website. (PTA Standard I)	Administrators Computer Specialist	8/20/2007	6/5/2008	Improve Public Perception	0
Utilize Connect Ed to promote PTA meetings and school events. (PTA Standard I)	Administrators	8/20/2007	6/5/2008	Improve Public Perception	0
Offer Parent Academy courses in conjunction with PTA meetings. (PTA Standard III)	Principal Guidance Counselor	8/20/2007	6/5/2008	Other/ Not Applicable	0
Offer childcare during PTA meetings.	Principal After School Care Manager	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

National Parent Teacher Association

Professional Development

1. Provide workshops conducted by teachers for parents to address ways to enhance students' academic skills.
2. Provide information on state and district testing at a parent workshop.

Evaluation

This objective will be evaluated by comparing attendance records from PTA meetings during the 2006-2007 school year with parent attendance records for the 2007-2008 school year.

Discipline & Safety Goal

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

Miami-Dade County Public Schools

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

Discipline & Safety Statement

Palmetto Elementary School will improve the attendance rate of students.

Needs Assessment

A comparison analysis of the 2006-07 and 2005-06 Miami-Dade County Public Schools Quarterly Percentage of Attendance Reports was conducted. The findings reveal a 2006-2007 Quarter 1 percentage of 97.53 compared to 2005-06 percentage of 97.50; a 2006-07 Quarter 2 percentage of 95.30 compared to 96.31 in 2005-06; a 2006-07 Quarter 3 percentage of 97.02 compared to 95.04 in 2005-06; and a 2006-07 Quarter 4 percentage of 96.46 compared to a 2005-06 percentage of 95.47. Positive results were noted in comparing most quarters. However, a slight decrease in the percentage of attendance during Quarter 2 is an indication for a need to continue to emphasize the importance of school attendance in the learning process for Palmetto Elementary School students. Consequently, over a three-year period, Palmetto Elementary's attendance percentage rate has increased from 96.08 to 96.70.

Measurable Objective

Given an increased emphasis on the importance of school attendance, the percentage of attendance for Palmetto Elementary School students will increase to at least 96.50 percent for the 2007-2008 school year as evidenced by the 2007-2008 Miami-Dade County Public Schools Percentage of Attendance Report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize morning announcements to recognize classes with improved attendance rate.	Media Specialist Administrators	8/20/2007	6/5/2008	Truancy Prevention	0
Establish an Attendance Review Committee to develop and implement strategies designed to improve attendance patterns of students with excessive absences or tardies.	Counselor Administrators	8/20/2007	6/5/2008	Truancy Prevention	0
Monitor the Truancy Report with Absences and Suspensions Between 10-999, Product Number T0525P14-01.	Counselor Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Maintain accurate attendance and tardy records utilizing the electronic gradebook.	Teachers Attendance Clerk Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Identify best practices to implement and monitor a school wide attendance incentive program.	Teachers Administrators	8/20/2007	6/5/2008	Truancy Prevention	0
Review students' attendance record during parent/teacher conferences.	Teachers Administrators	8/20/2007	6/5/2008	Truancy Prevention	0
Solicit businesses to provide incentives for students with improved attendance.	Administrators	8/20/2007	6/5/2008	Truancy Prevention	0

Research-Based Programs

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

Professional Development

1. Provide opportunities for staff members to participate in professional development in the area of truancy.
2. Provide opportunities for staff to participate in professional development in the utilization of the district's electronic record keeping system to monitor students' attendance more effectively.
3. Provide opportunities for networking among faculty members to develop intervention strategies designed to improve student attendance.

Evaluation

The 2007-2008 Miami-Dade County Public Schools Percentage of Attendance Report will be used to evaluate this objective. Miami-Dade County Public Schools Quarterly Percentage of Attendance Reports will be utilized to monitor progress.

Technology Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Technology Statement

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

Needs Assessment

Fifty-five percent of instructional staff members participated in train-the-trainer professional development geared towards infusing technology in the curriculum. Trained staff members were provided opportunities to partner with colleagues and disseminate strategies. A need exists to ensure that acquired instructional strategies are implemented in the classroom, and that students are able to utilize technology as a tool to research information and effectively communicate newly acquired knowledge as outlined for compliance with the National Educational Technology Standards (NETS).

Measurable Objective

Given instruction aligned with the National Educational Technology Standards (NETS), 100 percent of students in grades two through five will demonstrate technology literacy by producing two or more student-generated products during the 2007-2008 school year as evidenced by teacher grade books.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide opportunities for students to use technology to locate, evaluate, and collect information from a variety of sources.	Classroom Teachers Media Specialist Computer Laboratory Aide Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide opportunities for students to use a variety of media and formats to communicate information and ideas effectively to multiple audiences.	Classroom Teachers Media Specialist Computer Laboratory Aide Administrators	8/20/2007	6/5/2008	Diversity & Educational Equity	0
Infuse the technology skills delineated in the National Educational Technology Standards (NETS) throughout the curriculum.	Classroom Teachers Administrators	8/20/2007	6/5/2008	Education Innovation	0
Monitor the school's technology resources and allocate funds as available and appropriate to maintain adequate resources within the Media Center, Computer Laboratory and the classrooms.	Administrators Media Specialist Microsystems Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	10000

Research-Based Programs

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

Professional Development

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

Evaluation

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

Health & Physical Fitness Goal

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

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Health & Physical Fitness Statement

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

Needs Assessment

The physical fitness and health status of our students continues to be a concern and a priority at Palmetto Elementary. Results of the FITNESSGRAM over the past three years reveal that 64 percent of students tested earned the gold or silver award in 2005, 75 percent of students tested earned the gold or silver award in 2006, and 66 percent of students tested earned the gold or silver award in 2007. This fluctuation in scores indicates a need for continued emphasis on physical fitness within our physical education curriculum.

Measurable Objective

Given an increased emphasis on the importance of physical fitness within the physical education curriculum, 75 percent of students tested will earn a silver or gold medal on the 2008 FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Organize, conduct, and encourage participation in the Jump Rope for Heart school wide event.	Assistant Principal Physical Education Teachers	8/20/2007	6/5/2008	Student Wellness	0
Incorporate FITNESSGRAM skills into the physical education program.	Assistant Principal Physical Education Teachers	8/20/2007	6/5/2008	Student Wellness	0
Organize and conduct a Field Day event for students in grades two through five.	Assistant Principal Physical Education Teachers	8/20/2007	6/5/2008	Student Wellness	0
Utilize the results of the FITNESSGRAM pre- and post-tests to identify skills requiring additional practice or improvement.	Physical Education Teachers Assistant Principal	8/20/2007	6/5/2008	Student Wellness	0
Continue to participate in the Kid Fit Challenge event in preparation for the FITNESSGRAM test.	Physical Education Teachers Assistant Principal	8/20/2007	6/5/2008	Student Wellness	0

Research-Based Programs

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

Professional Development

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

Evaluation

This objective will be evaluated by comparing the results of the 2007 FITNESSGRAM with the 2008 FITNESSGRAM.

Electives & Special Areas Goal

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

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

Electives & Special Areas Statement

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

Needs Assessment

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

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate songs from around the world as a part of the music curriculum.	Music Teachers Assistant Principal	8/20/2007	6/5/2008	Diversity & Educational Equity	0
Offer opportunities for students to participate in music clubs such as orchestra, chorus, band, and salsa.	Principal Music Teachers	8/20/2007	6/5/2008	Diversity & Educational Equity	0
Develop and coordinate student performances that highlight multicultural diversity.	Assistant Principal Music Teachers Classroom Teachers	8/20/2007	6/5/2008	Diversity & Educational Equity	0
Support PTA sponsored cultural events that expose students to multicultural musical experiences.	Principal Music Teachers Classroom Teachers	8/20/2007	6/5/2008	Diversity & Educational Equity	0

Research-Based Programs

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

Professional Development

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

Evaluation

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

Return On Investment Goal

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

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

Return On Investment Statement

Palmetto Elementary School will rank at or above the 49th percentile statewide in the State of Florida Return of Investment (ROI) Index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied by the Florida Department of Education indicates that in 2004-05 Palmetto Elementary School ranked at the 48th percentile on the State of Florida ROI Index.

Measurable Objective

Given an increased emphasis on factors impacting ROI Index, Palmetto Elementary School will improve its ROI Percentile Rank from the 48th percentile in 2004-2005 to the 49th percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with the district on resource allocation.	Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Become more informed about the use of financial resources in relation to school programs.	Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Administrators	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Florida Department of Education Return on Investment Index

Professional Development

1. Provide staff development workshops for EESAC and faculty members regarding the calculation of the ROI Index, and the impact of student learning gains on the ROI Index.
2. Provide opportunities for school administrators to network to develop strategies to improve the ROI Index.
3. Continue to provide opportunities for staff to participate in high quality teacher professional development and monitor its implementation.
4. Provide opportunities for staff to participate in training to analyze data in order to identify gaps in student performance, staff development, and financial indicators.

Evaluation

On the next State of Florida ROI Index publication, Palmetto Elementary School will show progress toward reaching the 49th percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

Budget:

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

Training:

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

Instructional Materials:

The EESAC recommended the school wide implementation of the Accelerated Reader Program, and that EESAC funds be utilized to purchase supplemental instructional materials.

Technology:

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

Staffing:

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

Student Support Services:

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

Other Matters of Resource Allocation:

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

Benchmarking:



School Improvement Plan 2007-2008



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

School Safety & Discipline:

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

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	0
Mathematics	0
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	10000
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	10000



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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